



**BELLEVUE
UNION**
SCHOOL DISTRICT

N O T I C E

**BOARD MEETING OF THE BELLEVUE UNION SCHOOL
DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday
February 18, 2020, CLOSED SESSION 5:30PM, OPEN SESSION
6:00PM AT THE BELLEVUE UNION SCHOOL DISTRICT,
OFFICE 3150 EDUCATION DR SANTA ROSA, CALIFORNIA.**

DATED: February 14, 2020

**David Alexander, Ed.D.
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT**

POSTED: February 14, 2020

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
Bellevue Union School District Office
3150 Education Dr, Santa Rosa, CA 95407
Tuesday, February 18, 2020

AGENDA

1. Open Session 5:30 pm

1.1. Call To Order

1.2. Public Comment on Closed Session Agenda

The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Because this is the time for the public to comment it is our time to hear from you. Although the Board will not respond we want you to know that we are listening to you carefully.

2. Adjourn To Closed Session

2.1. Closed Session Agenda

2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146

2.1.1.1. 2 Interdistrict Attendance Permit Appeals

2.1.2. Public Employment § 54957

3. Reconvene to Open Session 6:00pm

3.1 Flag Salute

3.2 Report on Closed Session

3.3 Consider Agenda Adjustment

3.4 Public Comment on Non-Agenda Items

Under this item, the public is invited to address the Board regarding items which are not on today's agenda. Individual speakers shall be allowed three minutes to address the Board on each non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

4. Informational:

- 4.1. Special Education and Student Services Review by Total School Solutions, Caryl Miller, Ed.D., Special Education Consultant Total School Solutions (TSS) and Tracy Whitaker, Director of Student Services
 - 4.2. Taylor Mountain School Presentation by Margaret Jacobson, Principal
 - 4.3. CALSERVES Presentation, Melissa Moore – Program Manager and Sara Sitch – Program Director, Napa County Office of Education
 - 4.4. Special Ed Program Transfers, Tracy Whitaker, Director of Student Services
5. Public Comment

At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to speak should complete a Speaker's Card and present it to the Board Secretary. After receiving recognition from the President, please stand and address the Board. Because this is the time for the public to comment it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

6. Action

- 6.1. Consider Approval of SPSAs (Single Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary
- 6.2. Consider approval of SARCs for: Bellevue, Kawana, Meadow View, Taylor Mountain
- 6.3. Consider Approval of 2020 CSBA Delegate Assembly Member
- 6.4. Consider Approval of Resolution No 11: Recognizing March as Arts in Education Month
- 6.5. Ratification of Bills and Warrants

7. Consent Calendar

- 7.1. Board Meeting Minutes
 - 7.1.1. Regular Board Meeting Minutes January 21, 2020
- 7.2. 2019-20 Certificated Seniority List
- 7.3. 2019-20 Classified Seniority List
- 7.4. Acknowledge Donations/Grants
 - 7.4.1. Community Foundation Sonoma County \$1,250 from the Kawana Springs Student Support Fund for Mr. Music Percussion at Kawana Springs
 - 7.4.2. Community Foundation Sonoma County \$6,655 from the Kawana Springs Student Support Fund for Outdoor Ed at Kawana Springs
 - 7.4.3. Moriah Hart - Violin to the BUSD Violin Program
- 7.5. Personnel Activity Log

8. Reports

- 8.1. California School Employees Association, Chapter 501
- 8.2. Bellevue Education Association
- 8.3. Principal Reports
- 8.4. Board Reports/Board Items
- 8.5. Superintendent Report

8.5.1. Enrollment Updates

9. Planning

March 10, 2020	Regular Board Meeting	5:30pm	Taylor Mountain (recognitions - Spelling Bee, Science Fair)
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10. Return to Closed Session as Needed

Notice

The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.

*District Employees, parents and community members shall treat each other with civility, courtesy and respect.
Civility Policy (BP 1313)*

Bellevue Union School District

Agenda Item for Board Meeting of February 18, 2020

Agenda Category: Review and Action

Agenda Item Title: Approval of SPSAs (Single Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary

Prepared By: David Alexander, Ed.D., Superintendent

Background:

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state's consolidated application process and any other school program they choose to include, will develop a Single Plan for Student Achievement (SPSA). The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

These are the current SPSAs that reflect the 18-19 school year data and have been reviewed for accuracy and approved by each school site principals

Recommended Action:

It is recommended that the Board of Trustees approve the SPSAs (Single Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary.

Supporting Documents:

SPSAs for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary.

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Bellevue Elementary School
Address	3223 Primrose Ave. Santa Rosa, CA 95407
County-District-School (CDS) Code	49706156051585
Principal	Nina Craig
District Name	Bellevue Union Elementary School District
SPSA Revision Date	1/18/19
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Overarching Statement:

Bellevue School provides high quality instruction based on the Common Core State Standards for all students in grades TK-6. Staff expects students to attain proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are supported to achieve in all subject areas at the high academic levels determined by our state and our community. We expect and support all students to be able to read at grade level by the end of third grade. We expect and support all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities, and after school programs. Technology is used extensively as a teaching tool, assessments, and for students to complete their learning activities. School events and enrichment programs focus on music, art, physical education, and engineering skills in order to provide a balanced program and opportunities for all of our students. We recognize the value of parent and community involvement as critical to our students' success and strive to provide a parent and community rich environment within our school.

Mission Statement:

Bellevue School is committed to creating a challenging learning environment where students seek knowledge through inquiry, are motivated to learn, and achieve behavioral and academic goals. Staff make connections with all students and parents and use these relationships to accomplish individual and school-wide goals.

Vision Statement:

The vision of Bellevue School is to build curious and creative problem solvers.

School Profile

Bellevue School is a TK-6th grade elementary school built in 1952, and located in a rural neighborhood in southwest Santa Rosa. Bellevue is an older school which was extensively remodeled in 2012. Bellevue School currently serves about 400 students and is located at 3223 Primrose Drive, Santa Rosa CA. 95407. Bellevue School is part of the Bellevue Union School District located in Santa Rosa city, Sonoma County, California.

Bellevue School is entering its' 66th year of providing instruction for students from Transitional Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one TK class, two kindergarten classes, one kinder/first grade combination, two first grade classes, two second grades, two third grades, one third/fourth combination, one fourth, two fifth grades, one five/six combination, and one sixth grade class. Bellevue School also includes Special Day Classes for students in grades second and third, and kinder and first, as well as a Resource Specialist classroom. Current average class size is 24 in grades TK-third grades and 30 in grades four-six. Literacy paraprofessionals spend time in all classrooms grade K-6 working with small groups of students. Additional support for students is provided by CalSERVES which operates our afterschool program and tutoring during the school day. Technology use is integrated into our instructional program. Our third through sixth grade students have 1:1 chromebook access. TK-2 grades have many devices in their classrooms for student use.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school worked with the School Site Council to consult and plan for this SPSA review and update. Meetings were held after school during the school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	%		1	
African American	%	0.5%	0.26%		2	1
Asian	%	2.9%	2.33%		12	9
Filipino	%	0.2%	%		1	
Hispanic/Latino	%	90.5%	90.96%		371	352
Pacific Islander	%	%	%			
White	%	4.6%	5.17%		19	20
Multiple/No Response	%	%	%			
Total Enrollment					410	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		70	73
Grade 1		55	51
Grade 2		44	53
Grade3		75	43
Grade 4		45	68
Grade 5		58	37
Grade 6		63	62
Total Enrollment		410	387

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	269	256	250	62.7%	62.4%	64.6%
Fluent English Proficient (FEP)	56	68	57	13.1%	16.6%	14.7%
Reclassified Fluent English Proficient (RFEP)	44	44	19	15.7%	16.4%	7.4%

Conclusions based on this data:

1. Bellevue continues to have the majority of students needed support with English Language Development.
2. The number of students being reclassified has declined in 2017/18 compared to previous year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	72	41	46	69	39	46	69	39	95.8	95.8	95.1
Grade 4	58	46	65	57	45	65	57	45	65	98.3	97.8	100
Grade 5	77	58	40	75	57	38	75	57	38	97.4	98.3	95
Grade 6	62	62	63	60	60	61	60	60	61	96.8	96.8	96.8
All Grades	245	238	209	238	231	203	238	231	203	97.1	97.1	97.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2431.	2414.	2415.	24	21.74	15.38	24	18.84	33.33	28	30.43	23.08	24	28.99	28.21
Grade 4	2441.	2432.	2431.	19	20.00	10.77	19	20.00	21.54	18	8.89	23.08	44	51.11	44.62
Grade 5	2456.	2494.	2448.	7	19.30	15.79	25	26.32	13.16	25	31.58	21.05	43	22.81	50.00
Grade 6	2518.	2498.	2505.	12	10.00	4.92	37	25.00	34.43	32	36.67	36.07	20	28.33	24.59
All Grades	N/A	N/A	N/A	14	17.75	10.84	26	22.51	26.11	26	28.14	26.60	34	31.60	36.45

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	20	18.84	12.82	46	43.48	58.97	35	37.68	28.21	
Grade 4	23	22.22	12.31	46	35.56	55.38	32	42.22	32.31	
Grade 5	9	15.79	15.79	45	49.12	39.47	45	35.09	44.74	
Grade 6	13	16.67	11.48	53	45.00	60.66	33	38.33	27.87	
All Grades	16	18.18	12.81	47	43.72	54.68	37	38.10	32.51	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	17.39	12.82	59	59.42	51.28	17	23.19	35.90
Grade 4	19	15.56	10.77	40	46.67	46.15	40	37.78	43.08
Grade 5	15	31.58	21.05	45	42.11	28.95	40	26.32	50.00
Grade 6	20	13.33	14.75	57	55.00	49.18	23	31.67	36.07
All Grades	19	19.48	14.29	50	51.52	44.83	32	29.00	40.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	11.59	7.69	65	71.01	71.79	20	17.39	20.51
Grade 4	14	15.56	9.23	63	44.44	67.69	23	40.00	23.08
Grade 5	8	12.28	13.16	55	66.67	47.37	37	21.05	39.47
Grade 6	13	6.67	18.03	70	75.00	63.93	17	18.33	18.03
All Grades	12	11.26	12.32	63	65.80	63.55	25	22.94	24.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	26.09	25.64	54	55.07	46.15	24	18.84	28.21
Grade 4	18	28.89	10.77	54	26.67	63.08	28	44.44	26.15
Grade 5	16	29.82	13.16	57	50.88	42.11	27	19.30	44.74
Grade 6	33	23.33	18.03	55	48.33	67.21	12	28.33	14.75
All Grades	22	26.84	16.26	55	46.75	57.14	23	26.41	26.60

Conclusions based on this data:

1. The majority of students are not performing at or above grade level standards in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	72	41	47	70	41	47	70	41	97.9	97.2	100
Grade 4	58	46	65	57	46	65	57	46	65	98.3	100	100
Grade 5	77	58	40	76	58	40	76	58	40	98.7	100	100
Grade 6	62	62	63	60	60	63	60	60	63	96.8	96.8	100
All Grades	245	238	209	240	234	209	240	234	209	98	98.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2424.	2426.	2428.	17	11.43	12.20	28	31.43	36.59	32	31.43	21.95	23	25.71	29.27
Grade 4	2446.	2444.	2420.	9	17.39	7.69	23	15.22	10.77	33	23.91	35.38	35	43.48	46.15
Grade 5	2432.	2457.	2427.	4	8.62	10.00	11	8.62	10.00	20	32.76	2.50	66	50.00	77.50
Grade 6	2531.	2503.	2501.	17	16.67	11.11	30	16.67	19.05	25	30.00	36.51	28	36.67	33.33
All Grades	N/A	N/A	N/A	11	13.25	10.05	22	18.80	18.18	27	29.91	26.79	41	38.03	44.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	32.86	36.59	34	32.86	29.27	34	34.29	34.15
Grade 4	11	26.09	12.31	42	19.57	23.08	47	54.35	64.62
Grade 5	5	12.07	12.50	22	29.31	12.50	72	58.62	75.00
Grade 6	37	21.67	17.46	25	33.33	39.68	38	45.00	42.86
All Grades	20	23.50	18.66	30	29.49	27.27	50	47.01	54.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	17.14	12.20	53	45.71	60.98	26	37.14	26.83
Grade 4	11	19.57	10.77	47	34.78	38.46	42	45.65	50.77
Grade 5	3	10.34	10.00	30	41.38	15.00	67	48.28	75.00
Grade 6	17	16.67	9.52	47	40.00	53.97	37	43.33	36.51
All Grades	12	15.81	10.53	43	41.03	43.06	45	43.16	46.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	17.14	21.95	62	62.86	43.90	15	20.00	34.15
Grade 4	9	21.74	7.69	54	32.61	36.92	37	45.65	55.38
Grade 5	1	8.62	12.50	28	46.55	22.50	71	44.83	65.00
Grade 6	13	18.33	15.87	63	45.00	39.68	23	36.67	44.44
All Grades	10	16.24	13.88	50	48.29	36.36	40	35.47	49.76

Conclusions based on this data:

1. The majority of Bellevue students are not performing at or above grade level in Mathematics.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1419.3	1428.9	1397.1	54
Grade 1	1467.8	1473.2	1461.8	39
Grade 2	1484.7	1492.5	1476.4	38
Grade 3	1499.6	1504.0	1494.6	25
Grade 4	1514.0	1512.4	1515.1	43
Grade 5	1529.9	1531.5	1527.8	17
Grade 6	1515.3	1491.2	1538.9	28
All Grades				244

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	27.78	17	31.48	15	27.78	*	*	54
Grade 1	21	53.85	*	*	*	*	*	*	39
Grade 2	18	47.37	15	39.47	*	*	*	*	38
Grade 3	*	*	*	*	*	*	*	*	25
Grade 4	13	30.23	18	41.86	*	*	*	*	43
Grade 5	*	*	*	*	*	*			17
Grade 6	*	*	13	46.43	*	*	*	*	28
All Grades	83	34.02	91	37.30	49	20.08	21	8.61	244

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	31.48	21	38.89	*	*	*	*	54
Grade 1	24	61.54	*	*	*	*	*	*	39
Grade 2	26	68.42	*	*	*	*	*	*	38
Grade 3	*	*	11	44.00	*	*	*	*	25
Grade 4	22	51.16	16	37.21	*	*	*	*	43
Grade 5	12	70.59	*	*			*	*	17
Grade 6	*	*	*	*	*	*	*	*	28
All Grades	118	48.36	76	31.15	26	10.66	24	9.84	244

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	22.22	*	*	20	37.04	13	24.07	54
Grade 1	11	28.21	13	33.33	*	*	*	*	39
Grade 2	12	31.58	15	39.47	*	*	*	*	38
Grade 3	*	*	*	*	12	48.00	*	*	25
Grade 4	*	*	21	48.84	11	25.58	*	*	43
Grade 5	*	*	*	*	*	*			17
Grade 6	*	*	13	46.43	*	*	*	*	28
All Grades	48	19.67	83	34.02	74	30.33	39	15.98	244

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	38	70.37	12	22.22	*	*	54
Grade 1	30	76.92	*	*	*	*	39
Grade 2	27	71.05	*	*	*	*	38
Grade 3	*	*	16	64.00	*	*	25
Grade 4	19	44.19	22	51.16	*	*	43
Grade 5	*	*	13	76.47			17
Grade 6	*	*	17	60.71	*	*	28
All Grades	129	52.87	95	38.93	20	8.20	244

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	33	61.11	11	20.37	54
Grade 1	19	48.72	15	38.46	*	*	39
Grade 2	25	65.79	*	*	*	*	38
Grade 3	17	68.00	*	*	*	*	25
Grade 4	32	74.42	*	*	*	*	43
Grade 5	15	88.24	*	*	*	*	17
Grade 6	12	42.86	13	46.43	*	*	28
All Grades	130	53.28	85	34.84	29	11.89	244

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	39	72.22	*	*	54
Grade 1	14	35.90	14	35.90	11	28.21	39
Grade 2	16	42.11	14	36.84	*	*	38
Grade 3	*	*	14	56.00	*	*	25
Grade 4	*	*	27	62.79	12	27.91	43
Grade 5	*	*	11	64.71	*	*	17
Grade 6	*	*	12	42.86	*	*	28
All Grades	53	21.72	131	53.69	60	24.59	244

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	33.33	20	37.04	16	29.63	54
Grade 1	11	28.21	26	66.67	*	*	39
Grade 2	12	31.58	24	63.16	*	*	38
Grade 3	*	*	15	60.00	*	*	25
Grade 4	13	30.23	26	60.47	*	*	43
Grade 5	*	*	11	64.71			17
Grade 6	*	*	17	60.71	*	*	28
All Grades	72	29.51	139	56.97	33	13.52	244

Conclusions based on this data:

1. Reading and Writing appear to be domains with greatest need.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	87.9%	64.6%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	250	64.6%
Foster Youth	3	0.8%
Homeless	45	11.6%
Socioeconomically Disadvantaged	340	87.9%
Students with Disabilities	55	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
Asian	9	2.3%
Hispanic	352	91.0%
Two or More Races	5	1.3%
White	20	5.2%






Conclusions based on this data:

1. We continue to serve a very high number of economically disadvantaged students.
2. More than half of our students need English Language Development.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Improvements have been made regarding suspension rates.
2. Many students appear to be struggling with meeting Math and English Language Arts standards.

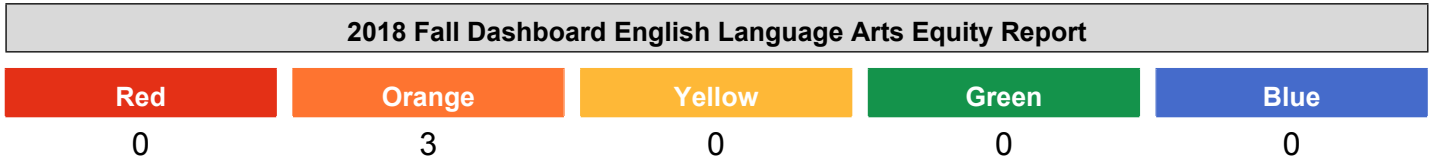
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 33.2 points below standard Declined -11.9 points 198 students	<p>English Learners</p>  Orange 33.2 points below standard Declined -9.9 points 159 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 55.9 points below standard 24 students	<p>Socioeconomically Disadvantaged</p>  Orange 39.6 points below standard Declined -16.3 points 174 students	<p>Students with Disabilities</p>  No Performance Color 114 points below standard Increased 10.7 points 29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34 points below standard Declined -10.9 points 179 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.5 points below standard Increased 8.1 points 101 students	40.5 points above standard Declined -8 points 58 students	36.6 points below standard Declined -21.4 points 36 students

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need more supports.

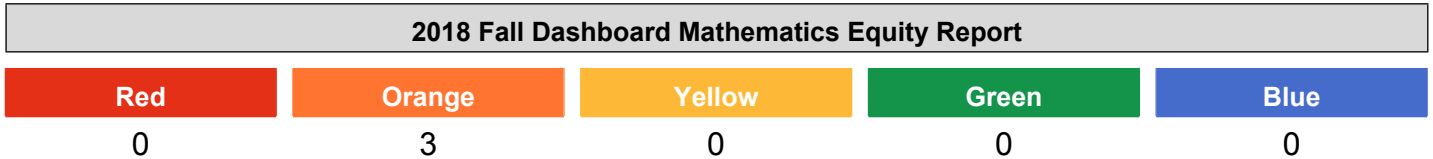
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 55.4 points below standard Declined -16.5 points 198 students	<p>English Learners</p>  Orange 57 points below standard Declined -15.2 points 159 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 55.8 points below standard 24 students	<p>Socioeconomically Disadvantaged</p>  Orange 60.4 points below standard Declined -18.5 points 174 students	<p>Students with Disabilities</p>  No Performance Color 134.7 points below standard Declined -4.2 points 29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.9 points below standard Declined -16.7 points 179 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -7.7 points 101 students	9.6 points above standard Declined -3.1 points 58 students	53.9 points below standard Declined -25.3 points 36 students

Conclusions based on this data:

1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
244	34%	37.3%	20.1%	8.6%

Conclusions based on this data:

1. Many of our students are currently at the moderately and well developed levels of language acquisition.

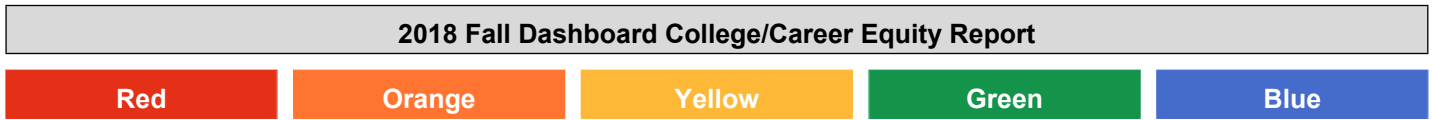
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

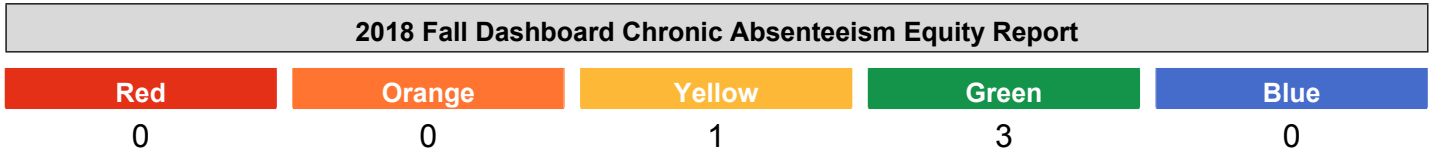
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>8.1% chronically absent</p> <p>Declined 1.6%</p> <p>408 students</p>	<p>English Learners</p>  <p>Green</p> <p>8% chronically absent</p> <p>Declined 2.9%</p> <p>263 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>10.9% chronically absent</p> <p>Increased 3.8%</p> <p>55 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.5% chronically absent</p> <p>Declined 1.4%</p> <p>358 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>13% chronically absent</p> <p>Declined 4.6%</p> <p>69 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.4% chronically absent Declined 1.1% 370 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 9.1% chronically absent Declined 14.7% 22 students

Conclusions based on this data:

1. Chronic absenteeism is improving for most students.
2. Students with disabilities' attendance has not improved.

School and Student Performance Data

Academic Engagement Graduation Rate

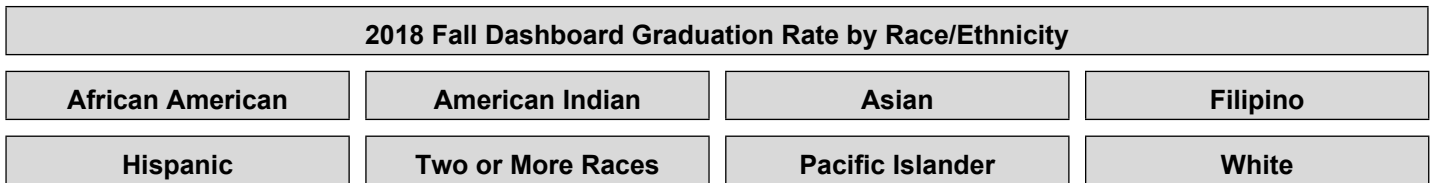
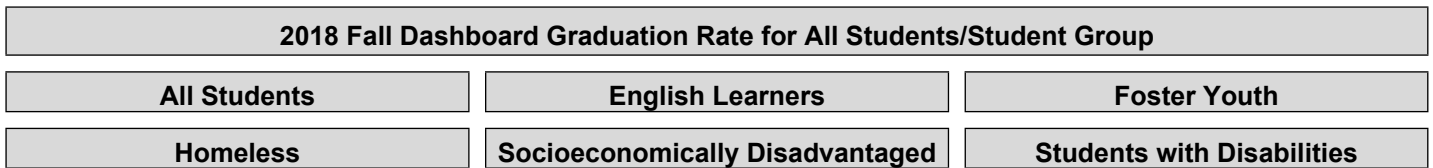
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

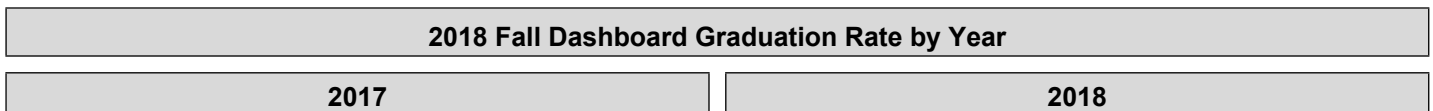
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

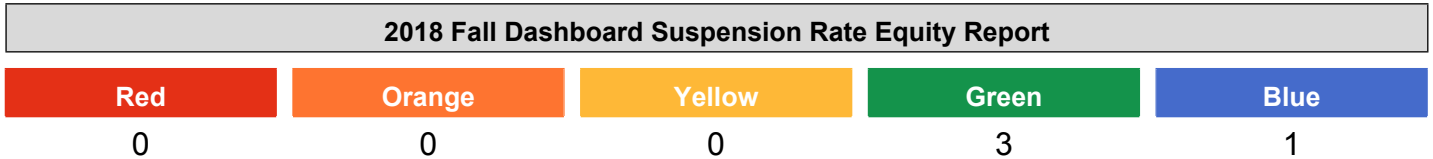
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.7% suspended at least once Declined -1.3% 421 students	<p>English Learners</p>  Green 0.7% suspended at least once Declined -0.4% 272 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 58 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.8% suspended at least once Declined -1.2% 369 students	<p>Students with Disabilities</p>  Green 1.4% suspended at least once Declined -2.8% 73 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least once Declined -0.7% 382 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Declined -4.3% 23 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.9% suspended at least once	2% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

1. Suspension rates are improving.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Bellevue School will put multiple supports in place to improve our third grade literacy rates. Third grade literacy rates have been tied to high school graduation rates and career success. Students who exit third grade not reading at grade level are more likely to struggle in school and not graduate from high school. (American Education Research Association - 2011). At Bellevue School our goal is to halt this disturbing trend by supporting students in the primary grades, Kindergarten through third grade students will receive additional support and services to help them reach grade level literacy.

LCAP Goal

Improve 3rd Grade Literacy

Basis for this Goal

State, district and site academic assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District and state assessments.		

Planned Strategies/Activities

Strategy/Activity 1

Resource Specialist on site to monitor achievement for every K-3 student.

Resource Specialist will provide Tier 2 support for students in grades K-3.

The Resource Specialist will be available to work with grade level PLC teams and will work with the third grade focal team to analyze data, and plan differentiated instruction to support student learning.

Students to be Served by this Strategy/Activity

Student with Disabilities and students performing 2 years below grade level.

Timeline

Academic year

Person(s) Responsible

Resource Specialist

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Literacy Paraprofessional for every K-6 classroom. More time will be allotted to first and second grades to support reading instruction.

A Literacy Paraprofessional will be available to push-in to every K-6 classroom.

The Literacy Paraprofessional will work in the classroom under the direction of the classroom teacher to support students with small group instruction and support.

The Literacy Paraprofessional will use WonderWorks curriculum which is a support program for the district adopted curriculum - Wonders.

Students to be Served by this Strategy/Activity

All students

Timeline

Academic Year

Person(s) Responsible

Literacy Paraprofessionals under the supervision of site principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Provide instructional assistant for the TK classroom

Students to be Served by this Strategy/Activity

TK students

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Arts - Writing

Goal Statement

Students will increase writing ability by moving up the district writing rubric one level.

LCAP Goal

Improve consistency of high quality instruction in all classrooms

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Writing Assessment	Beginning of the year writing assessment	Every student will move up one level.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will focus on non-fiction writing and incorporating writing activities into all subject areas. Teachers will use district rubrics to focus instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the year

Person(s) Responsible

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Literacy Paraprofessionals will work with every grade level during writing instruction. They will provide extra support as directed by the classroom teacher.

Students to be Served by this Strategy/Activity

All Students

Timeline

Academic year

Person(s) Responsible

Literacy Paraprofessionals and teachers

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

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Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

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Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School climate/culture - Student behavior

Goal Statement

Behavioral referrals of tier 2 students will decrease by 20 percent.

LCAP Goal

Improve school climate and positive culture.

Basis for this Goal

Tier 2 students need extra support for behavior.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS data	SWIS data	Behavioral referrals to the office will decrease by 20 percent by our tier 2 students.

Planned Strategies/Activities

Strategy/Activity 1

Implement an intervention for designated students who need increased behavior support based on SWIS data.

Students to be Served by this Strategy/Activity

Tier 2 students according to SWIS data

Timeline

Academic year

Person(s) Responsible

Principal, PBIS team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Description

.

Strategy/Activity 2

Train student supervision and Americorps members on positive behavior supports

Students to be Served by this Strategy/Activity

All students

Timeline

Academic year

Person(s) Responsible

Principal and PBIS team

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

r

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

Children will be motivated to attend school on a consistent and punctual basis

LCAP Goal

Decrease the rates of absence and truancy

Basis for this Goal

Aeries attendance data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A2A attendance data.		

Planned Strategies/Activities

Strategy/Activity 1

Provide school wide recognition for good attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Have Parent Liason call parents who have frequently absent and tardy children to determine needs and support.

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Principal, Parent Liaison

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

.

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Bellevue School will put multiple supports in place to improve our third grade literacy rates. Third grade literacy rates have been tied to high school graduation rates and career success. Students who exit third grade not reading at grade level are more likely to struggle in school and not graduate from high school. (American Education Research Association - 2011). At Bellevue School our goal is to halt this disturbing trend by supporting students in the primary grades, Kindergarten through third grade students will receive additional support and services to help them reach grade level literacy.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Resource Specialist on site to monitor achievement for every K-3 student.</p> <p>Resource Specialist will provide Tier 2 support for students in grades 4-6..</p> <p>The Resource Specialist will provide targeted pull-out support to students in second and third grade.</p> <p>The Resource Specialist will be available to work with grade level PLC teams and will work with the third grade focal team to analyze data, and plan differentiated instruction to support student learning.</p>		None Specified District Funded	None Specified District Funded
<p>Literacy Paraprofessional for every K-6 classroom</p>		None Specified District Funded	None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A Literacy Paraprofessional will be available to push-in to every K-6 classroom.</p> <p>The Literacy Paraprofessional will work in the classroom under the direction of the classroom teacher to support students with small group instruction and support.</p> <p>The Literacy Paraprofessional will use WonderWorks curriculum which is a support program for the district adopted curriculum - Wonders.</p>			
<p>Provide instructional assistant for the TK classroom (As needed)</p>		None Specified District Funded	None Specified District Funded
		District Funded	

Analysis

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

Implementation went as planned.

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

We did not see the expected growth in literacy in K-2 and adjust how we deliver services.

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

none

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

We will provide more targeted literacy supports for grades K-2 as noted in goal #1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Students will benefit from consistent behavioral expectations and supports in every classroom

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff		None Specified District Funded	None Specified District Funded
PBIS committee will meet monthly and provide professional development to staff as needed		None Specified District Funded	None Specified District Funded
PBIS team will update a PBIS Handbook and review with staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.		None Specified District Funded	None Specified District Funded
		.	
		.	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
Additional focus to be given to high referral students through a Check In - Check Out intervention.

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

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

Implementation of support system for tier 2 behavior students. See goal #3

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Students will benefit from consistent academic expectations in every classroom at the same grade level

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Grade level teacher teams will be offered the opportunity to participate in reviewing and updating the pacing templates		None Specified District Funded .	None Specified District Funded
Information and feedback regarding the pacing template will have been solicited from all staff		None Specified District Funded	None Specified District Funded
Professional development and support provided to implement pacing guides at all levels		None Specified District Funded	None Specified District Funded

Analysis

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

Implementation was not as systematic as expected. Not all grade levels completed this.

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

Not all pacing guides were updated.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Children will be motivated to attend school on a consistent and punctual basis

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop an award system to recognize good attendance		None Specified District Funded	None Specified District Funded
Have Parent Liason call parents who have frequently absent and tardy children to determine needs and support.		None Specified District Funded	None Specified District Funded

Analysis

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

Implemented as planned.

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

Attendance has improved.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

None Specified District
Funded

None Specified District
Funded

Analysis

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

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

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

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	750,090
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	517,639.00	517,639.00
Title II Part A: Improving Teacher Quality	72,146.00	72,146.00
Title III Immigrant Education Program	115,045.00	115,045.00
Title III Part A: Language Instruction for LEP Students	6,786.00	6,786.00
Title IV Part A: Student Support and Academic Enrichment	38,474.00	38,474.00

Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Nina Craig	Principal
Amber MacLean	Classroom Teacher
Stephanie Gerke	Classroom Teacher
Jenn Spain	Parent or Community Member
Karina Martinez	Parent or Community Member
Natascha Simpson	Classroom Teacher
Blanca Ramirez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on Feb. 15, 2019.

Attested:



Principal, Nina Craig on 6/5/19
SSC Chairperson, Amber MacLean on 6/5/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Kawana Springs Elementary
Address	2121 Moraga Dr. Santa Rosa, California 95404
County-District-School (CDS) Code	49706156051593
Principal	Denise McCullough
District Name	Bellevue Union School District
SPSA Revision Date	May 8, 2019
Schoolsite Council (SSC) Approval Date	May 15, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Kawana Springs Elementary provides high quality instruction based on the Common Core State Standards for students in grades TK-6. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' successes.

School Profile

Kawana Springs was built in 1954 and is entering its' sixty-second year of providing instruction for students from Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one Transitional Kindergarten/Kindergarten classroom, two Kindergarten DI classrooms, two classrooms for first grade DI, two classrooms for second grade DI, two classrooms for grade three, two fourth grade classrooms, one 5th grade class, one 5/6th grade classroom and one 6th grade classrooms. Kawana Springs also has a a Special Day Class for students in grades four, five and six, and a Resource Specialist classroom. Current average class size is 24 in grades TK-third and 30 in grades four-six. Literacy paraprofessionals spend time in all classrooms grade K-2 working with small groups of students. Additional support for students is provided by CalSERVES which operates our after school program. Technology is of utmost importance at our site and all of our students have access to multiple devices.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site council, which is made up of parents, teachers, classified staff and the Principal reviewed the SPSA during two scheduled meetings and made changes prior to approval.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.5%	0.28%		2	1
African American	%	1.3%	1.69%		5	6
Asian	%	1.8%	1.13%		7	4
Filipino	%	%	%			
Hispanic/Latino	%	86.5%	87.89%		334	312
Pacific Islander	%	%	%			
White	%	8.3%	6.48%		32	23
Multiple/No Response	%	%	%			
Total Enrollment					386	355

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		55	43
Grade 1		46	48
Grade 2		67	43
Grade3		44	62
Grade 4		51	45
Grade 5		60	46
Grade 6		63	68
Total Enrollment		386	355

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	264	233	203	65.2%	60.4%	57.2%
Fluent English Proficient (FEP)	39	53	51	9.6%	13.7%	14.4%
Reclassified Fluent English Proficient (RFEP)	35	49	24	12.6%	18.6%	10.3%

Conclusions based on this data:

1. Number of English Learners decrease over three years.
2. Number of Fluent English Proficient learners Increased over three years.
3. RFEP students increased for one year and then decrease. There has been an overall a decrease over three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	46	59	48	44	59	48	44	59	100	95.7	100
Grade 4	53	50	45	52	47	45	52	47	45	98.1	94	100
Grade 5	62	61	44	60	61	43	60	61	43	96.8	100	97.7
Grade 6	60	62	69	58	62	69	58	62	69	96.7	100	100
All Grades	223	219	217	218	214	216	218	214	216	97.8	97.7	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2426.	2422.	2399.	23	18.18	8.47	23	27.27	15.25	33	25.00	45.76	21	29.55	30.51
Grade 4	2440.	2457.	2429.	21	17.02	13.33	10	23.40	15.56	27	34.04	24.44	42	25.53	46.67
Grade 5	2456.	2463.	2480.	5	11.48	6.98	27	27.87	37.21	25	19.67	25.58	43	40.98	30.23
Grade 6	2476.	2487.	2495.	5	0.00	5.80	16	27.42	30.43	40	35.48	31.88	40	37.10	31.88
All Grades	N/A	N/A	N/A	13	10.75	8.33	19	26.64	24.54	31	28.50	32.87	37	34.11	34.26

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	21	13.64	6.78	40	54.55	59.32	40	31.82	33.90	
Grade 4	19	14.89	11.11	40	55.32	55.56	40	29.79	33.33	
Grade 5	10	11.48	16.28	43	39.34	46.51	47	49.18	37.21	
Grade 6	9	8.06	8.70	30	48.39	46.38	61	43.55	44.93	
All Grades	14	11.68	10.19	38	48.60	51.85	47	39.72	37.96	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	22.73	11.86	60	52.27	55.93	21	25.00	32.20
Grade 4	13	23.40	13.33	52	53.19	40.00	35	23.40	46.67
Grade 5	8	22.95	16.28	55	47.54	58.14	37	29.51	25.58
Grade 6	7	4.84	8.70	52	58.06	56.52	41	37.10	34.78
All Grades	11	17.76	12.04	55	52.80	53.24	34	29.44	34.72

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	15.91	8.47	73	63.64	72.88	10	20.45	18.64
Grade 4	10	8.51	6.67	67	65.96	55.56	23	25.53	37.78
Grade 5	8	14.75	6.98	57	57.38	69.77	35	27.87	23.26
Grade 6	9	4.84	10.14	74	62.90	66.67	18	32.26	23.19
All Grades	11	10.75	8.33	67	62.15	66.67	22	27.10	25.00

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	18.18	16.95	54	54.55	50.85	19	27.27	32.20
Grade 4	12	25.53	15.56	60	57.45	48.89	29	17.02	35.56
Grade 5	13	14.75	25.58	57	47.54	48.84	30	37.70	25.58
Grade 6	14	12.90	20.29	60	58.06	50.72	26	29.03	28.99
All Grades	16	17.29	19.44	58	54.21	50.00	26	28.50	30.56

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	46	59	48	46	59	48	46	59	100	100	100
Grade 4	53	50	45	52	49	45	52	49	45	98.1	98	100
Grade 5	62	61	44	61	61	43	61	61	43	98.4	100	97.7
Grade 6	60	62	69	57	62	68	57	62	68	95	100	98.6
All Grades	223	219	217	218	218	215	218	218	215	97.8	99.5	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2418.	2424.	2412.	8	13.04	10.17	35	30.43	23.73	29	28.26	40.68	27	28.26	25.42
Grade 4	2430.	2437.	2427.	6	2.04	4.44	19	20.41	13.33	31	51.02	44.44	44	26.53	37.78
Grade 5	2450.	2469.	2454.	5	16.39	9.30	11	11.48	0.00	33	27.87	46.51	51	44.26	44.19
Grade 6	2475.	2468.	2487.	7	6.45	7.35	18	14.52	20.59	28	29.03	30.88	47	50.00	41.18
All Grades	N/A	N/A	N/A	6	9.63	7.91	20	18.35	15.81	30	33.49	39.53	43	38.53	36.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	19.57	16.95	31	54.35	52.54	38	26.09	30.51
Grade 4	10	10.20	13.33	27	44.90	26.67	63	44.90	60.00
Grade 5	3	18.03	6.98	38	32.79	25.58	59	49.18	67.44
Grade 6	18	12.90	16.18	19	25.81	33.82	63	61.29	50.00
All Grades	15	15.14	13.95	29	38.07	35.81	56	46.79	50.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	19.57	15.25	58	58.70	54.24	29	21.74	30.51
Grade 4	8	6.12	6.67	38	65.31	51.11	54	28.57	42.22
Grade 5	7	13.11	13.95	33	34.43	39.53	61	52.46	46.51
Grade 6	7	4.84	8.82	37	38.71	45.59	56	56.45	45.59
All Grades	8	10.55	11.16	41	47.71	47.91	51	41.74	40.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	8.70	13.56	54	65.22	74.58	25	26.09	11.86
Grade 4	13	0.00	6.67	46	61.22	26.67	40	38.78	66.67
Grade 5	3	14.75	6.98	39	31.15	37.21	57	54.10	55.81
Grade 6	4	11.29	7.35	58	33.87	47.06	39	54.84	45.59
All Grades	10	9.17	8.84	49	45.87	48.37	41	44.95	42.79

Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1423.8	1446.4	1370.6	28
Grade 1	1435.1	1454.0	1415.6	31
Grade 2	1492.4	1501.8	1482.6	30
Grade 3	1491.4	1484.0	1498.2	39
Grade 4	1508.9	1506.7	1510.7	25
Grade 5	1519.8	1501.6	1537.6	16
Grade 6	1530.8	1530.4	1530.8	30
All Grades				199

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	28
Grade 1	*	*	*	*	11	35.48	*	*	31
Grade 2	16	53.33	*	*	*	*			30
Grade 3	*	*	17	43.59	17	43.59	*	*	39
Grade 4	*	*	15	60.00	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	16
Grade 6	*	*	11	36.67	*	*	*	*	30
All Grades	48	24.12	74	37.19	54	27.14	23	11.56	199

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	46.43	*	*	*	*	*	*	28
Grade 1	13	41.94	*	*	*	*	*	*	31
Grade 2	23	76.67	*	*	*	*			30
Grade 3	*	*	18	46.15	*	*	*	*	39
Grade 4	11	44.00	*	*	*	*	*	*	25
Grade 5	*	*	*	*			*	*	16
Grade 6	16	53.33	*	*	*	*			30
All Grades	93	46.73	66	33.17	29	14.57	11	5.53	199

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	15	53.57	11	39.29	28
Grade 1	*	*	*	*	*	*	25	80.65	31
Grade 2	*	*	11	36.67	*	*	*	*	30
Grade 3			*	*	17	43.59	12	30.77	39
Grade 4			11	44.00	12	48.00	*	*	25
Grade 5	*	*	*	*	*	*	*	*	16
Grade 6	*	*	*	*	*	*	*	*	30
All Grades	22	11.06	48	24.12	64	32.16	65	32.66	199

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	57.14	11	39.29	*	*	28
Grade 1	14	45.16	15	48.39	*	*	31
Grade 2	22	73.33	*	*			30
Grade 3	11	28.21	26	66.67	*	*	39
Grade 4	*	*	16	64.00	*	*	25
Grade 5	*	*	*	*			16
Grade 6	*	*	19	63.33	*	*	30
All Grades	84	42.21	105	52.76	*	*	199

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	15	53.57	*	*	28
Grade 1	14	45.16	15	48.39	*	*	31
Grade 2	24	80.00	*	*			30
Grade 3	14	35.90	22	56.41	*	*	39
Grade 4	16	64.00	*	*	*	*	25
Grade 5	*	*	*	*	*	*	16
Grade 6	22	73.33	*	*			30
All Grades	109	54.77	80	40.20	*	*	199

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	22	78.57	*	*	28
Grade 1	*	*	*	*	21	67.74	31
Grade 2	*	*	17	56.67	*	*	30
Grade 3			26	66.67	13	33.33	39
Grade 4	*	*	18	72.00	*	*	25
Grade 5	*	*	*	*	*	*	16
Grade 6	*	*	*	*	20	66.67	30
All Grades	21	10.55	106	53.27	72	36.18	199

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	17	60.71	28
Grade 1	*	*	*	*	19	61.29	31
Grade 2	14	46.67	16	53.33			30
Grade 3	*	*	29	74.36	*	*	39
Grade 4	*	*	17	68.00	*	*	25
Grade 5	*	*	*	*	*	*	16
Grade 6	*	*	23	76.67	*	*	30
All Grades	47	23.62	108	54.27	44	22.11	199

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
355	88.7%	57.2%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	57.2%
Foster Youth	3	0.8%
Homeless	14	3.9%
Socioeconomically Disadvantaged	315	88.7%
Students with Disabilities	32	9.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.7%
American Indian	1	0.3%
Asian	4	1.1%
Hispanic	312	87.9%
Two or More Races	9	2.5%
White	23	6.5%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

- 1.

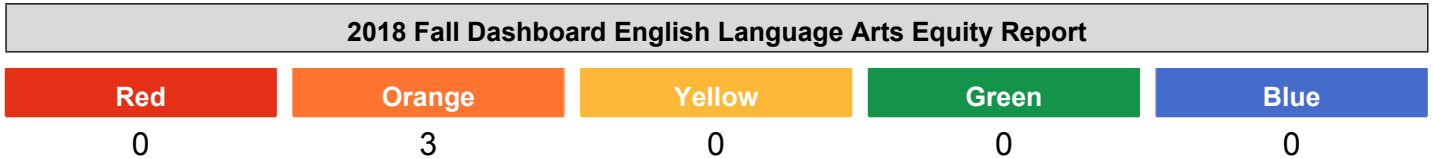
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 32.1 points below standard Declined -6.1 points 205 students	<p>English Learners</p>  Orange 34.8 points below standard Maintained -1.5 points 156 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Orange 32.3 points below standard Declined -5.8 points 186 students	<p>Students with Disabilities</p>  No Performance Color 128.2 points below standard Increased 14.7 points 21 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.5 points below standard Declined -4.7 points 182 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 41.9 points below standard Declined -12.8 points 12 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.6 points below standard Increased 11 points 108 students	32.3 points above standard Increased 11.4 points 48 students	25.2 points below standard Declined -19.4 points 47 students

Conclusions based on this data:

- 1.

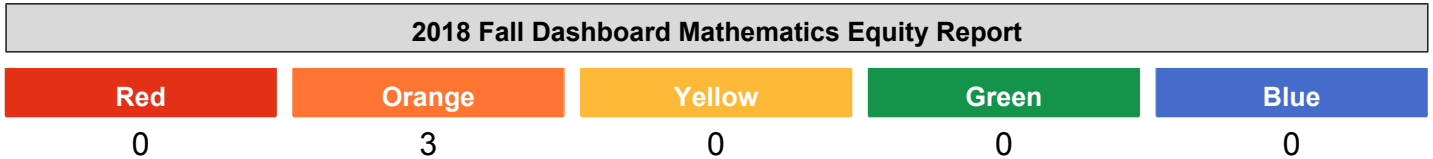
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 51.4 points below standard Maintained -0.3 points 204 students	<p>English Learners</p>  Orange 50.4 points below standard Maintained 0.1 points 156 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Orange 51.4 points below standard Maintained 0 points 185 students	<p>Students with Disabilities</p>  No Performance Color 152.1 points below standard Increased 11.1 points 21 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.5 points below standard Maintained -0.6 points 181 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 62.7 points below standard Declined -5.3 points 12 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.5 points below standard Increased 12.1 points 108 students	3.8 points above standard Increased 7.6 points 48 students	53 points below standard Maintained -0.6 points 46 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
199	24.1%	37.2%	27.1%	11.6%

Conclusions based on this data:

1.

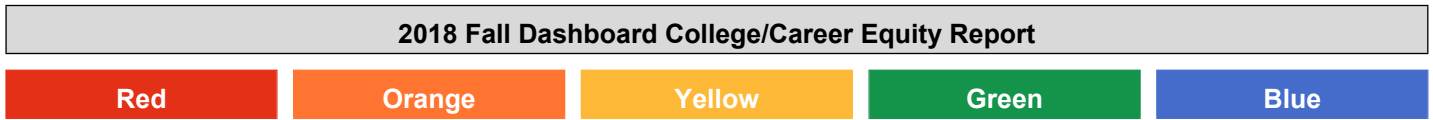
School and Student Performance Data

Academic Performance College/Career

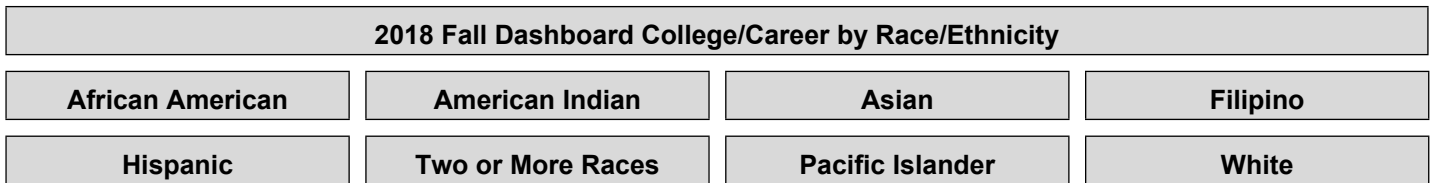
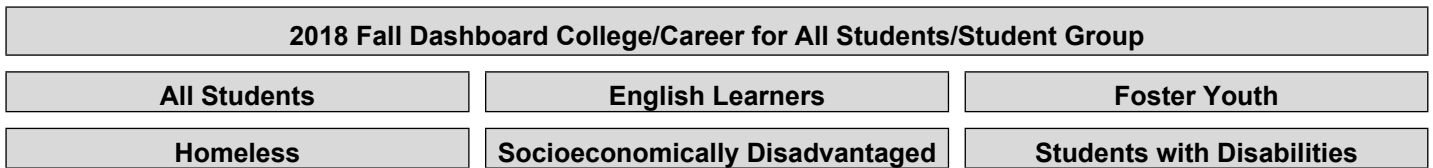
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

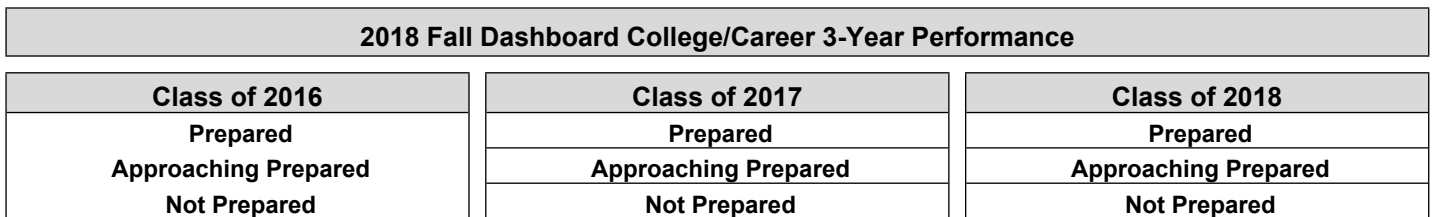
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

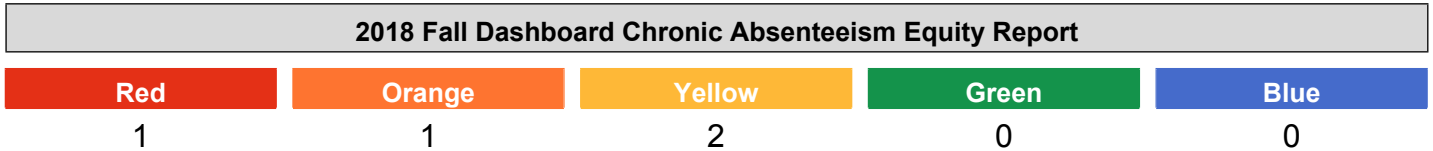
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 13.8% chronically absent Increased 2.9% 370 students	<p>English Learners</p>  Yellow 10.1% chronically absent Declined 1% 207 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
<p>Homeless</p>  No Performance Color 17.6% chronically absent Increased 7.3% 17 students	<p>Socioeconomically Disadvantaged</p>  Red 15.1% chronically absent Increased 3.5% 331 students	<p>Students with Disabilities</p>  Yellow 20% chronically absent Declined 4.4% 35 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.7% chronically absent Increased 2.3% 322 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 19.2% chronically absent Increased 10.4% 26 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

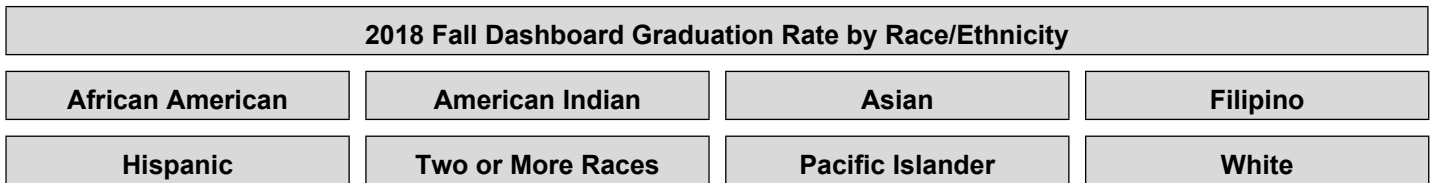
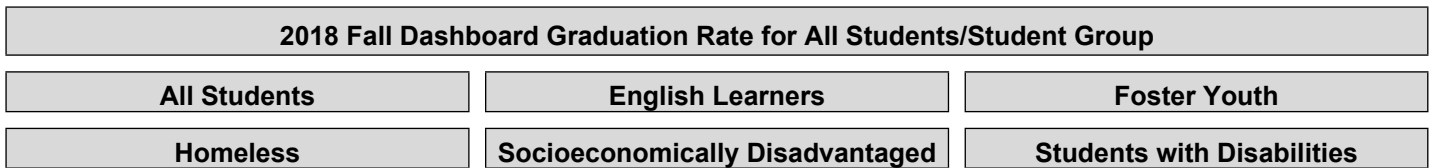
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

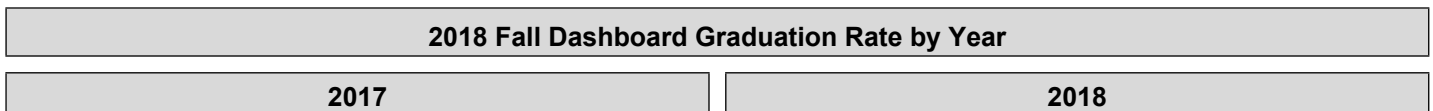
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

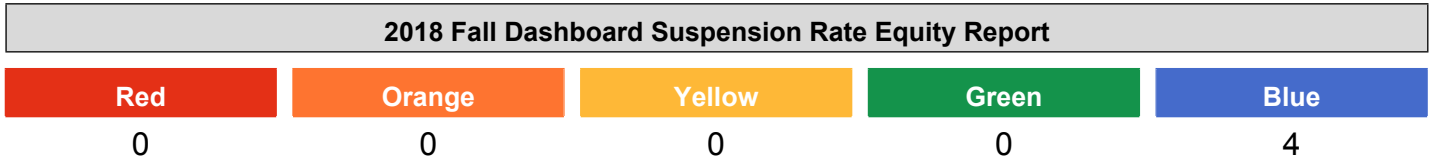
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Declined -1.4% 400 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -0.8% 223 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Declined -3.4% 18 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -1.2% 351 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -6.8% 37 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -0.8% 348 students	 No Performance Color 0% suspended at least once Declined -9.1% 12 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Declined -5.6% 28 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	1.4% suspended at least once	0% suspended at least once

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

LCAP Goal

Improve 3rd Grade Literacy

Basis for this Goal

State, district and site academic assessments

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Principal and teachers on site to monitor achievement for every K-3 student and provide Tier 2 support.

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Literacy Paraprofessional for every K-3 classroom

Students to be Served by this Strategy/Activity

All students in K-3

Timeline

Hiring and training prior to the start of the academic year

Person(s) Responsible

District Staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Provide instructional assistant for the TK classroom

Students to be Served by this Strategy/Activity

All students in TK

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Teachers assess students according to the District wide assessment system.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Source	District Funded
Budget Reference	None Specified

Strategy/Activity 6

Plan and implement reading intervention programs during the school day and after school intervention program.

Students to be Served by this Strategy/Activity

All Students

Timeline

Academic year

Person(s) Responsible

Classroom Teachers, After School Intervention teachers, Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Coordinate all extended day programs including CaSERVES and align with the classroom program.
Source	District Funded

Budget Reference	None Specified
Description	After-school programs will be available to all struggling learners.
Source	District Funded
Budget Reference	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Behavior

Goal Statement

Students will benefit from consistent behavioral expectations and supports in every classroom.

LCAP Goal

Improve consistency of positive behavior in all classrooms to support instruction.

Basis for this Goal

Aeries behavioral data, SWISS, classroom and playground referrals

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Provide Positive Behavioral Intervention and Support (PBIS) professional development for all staff.

Students to be Served by this Strategy/Activity

Timeline

Ongoing throughout the year

Person(s) Responsible

Director of Student Services and Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

PBIS committee will meet monthly and provide professional development to staff as needed

Students to be Served by this Strategy/Activity

All

Timeline

Academic year

Person(s) Responsible

PBIS team, principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

PBIS team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

PBIS team, principal, staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Source

None Specified

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Math and English Language Arts

Goal Statement

Students will benefit from consistent academic expectations in every classroom at the same grade level

LCAP Goal

Improve consistency of high quality instruction in all classrooms including the Dual Immersion Program grades K-3.

Basis for this Goal

Pacing guides and student academic expectations have not yet been developed for the DI curriculum at each grade level in part due to the lack of a Curriculum

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Grade level teacher teams will be offered the opportunity to participate in creating the pacing templates

Students to be Served by this Strategy/Activity

All

Timeline

Academic year

Person(s) Responsible

District Office

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Information and feedback regarding the pacing template will be solicited from all staff.

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Teachers, principal, Superintendent

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

provide support provided to implement pacing guides at all levels

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Principals

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

|

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

Children will be motivated to attend school on a consistent and punctual basis

LCAP Goal

Decrease the rates of absence and truancy

Basis for this Goal

Aeries attendance data A2A

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Develop an award system to recognize good attendance for each student

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Description

Review discipline policy and procedures, including use of classroom and office referral forms following consistent and appropriate consequences and rewards as outlined in School Safety Plan.

Strategy/Activity 2

Parent education

Students to be Served by this Strategy/Activity

All

Timeline

School year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Provide parent meetings and classes regarding good attendance and being prepared for school.

Students to be Served by this Strategy/Activity

All

Timeline

School year

Person(s) Responsible

Principal, teachers, counselor, classified staff, Parent Liaison

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Source

None Specified

Budget Reference

None Specified

Source

District Funded

Budget Reference

None Specified

Description

Parent Liaison to conduct parent education workshops and support parents with resources in Parent Resource Room.

Strategy/Activity 4

Improve parent room and provide a space for parents to meet.

Students to be Served by this Strategy/Activity

All

Timeline

school year

Person(s) Responsible

Principal, District office

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Daily-trash receptacles to maintain clean environment, speak and act with respect and courtesy.
Source	District Funded
Budget Reference	None Specified
Description	Bi-Monthly - Class meetings presenting information to parents. Coffee for parents each morning.
Source	District Funded
Budget Reference	None Specified
Description	Monthly - celebrate and recognize students good citizenship and outstanding character at assemblies.
Source	District Funded
Budget Reference	None Specified
Description	Report to SSC and Leadership Team

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

.

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Principal and teachers on site to monitor achievement for every K-3 student and provide Tier 2 support.		None Specified District Funded	
Literacy Paraprofessional for every K-6 classroom		None Specified District Funded	
		None Specified District Funded	
		None Specified District Funded	
Provide instructional assistant for the TK classroom		None Specified District Funded	
		None Specified None Specified	
		None Specified None Specified	
Increase instructional minutes for K-3 classrooms		Teachers assess students according to the District wide assessment system. None Specified District Funded	
		None Specified District Funded	
		None Specified District Funded	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Plan and implement reading intervention programs during the school day and after school intervention program.		Coordinate all extended day programs including CaSERVES and align with the classroom program. None Specified None Specified	
		After-school programs will be available to all students including struggling learners. None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Students will benefit from consistent behavioral expectations and supports in every classroom

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)		None Specified District Funded	
		None Specified District Funded	
PBIS committee will meet monthly and provide professional development to staff as needed		None Specified District Funded	
PBIS team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Students will benefit from consistent academic expectations in every classroom at the same grade level

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Grade level teacher teams were offered the opportunity to participate in creating the pacing templates		None Specified District Funded	
Information and feedback regarding the pacing template has been solicited from all staff		None Specified None Specified	
Professional development and support provided to implement pacing guides at all levels		None Specified District Funded	
		None Specified District Funded	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Children will be motivated to attend school on a consistent and punctual basis

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop an award system to recognize good attendance		None Specified District Funded Review discipline policy and procedures, including use of classroom and office referral forms following consistent and appropriate consequences and rewards as outlined in School Safety Plan.	
		None Specified District Funded	
Implement programs focused on good habits, good decisions and good behavior in all classrooms through-out the school.		PBIS lesson plans taught in all classrooms. Counselor teaching small groups and whole classes around bullying, teamwork, character education. Training for peer mediators. None Specified District Funded None Specified None Specified Parent Liaison to conduct parent education workshops	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		and support parents with resources in Parent Resource Room. None Specified District Funded	
Create an environment that is friendly, clean, and welcoming and evaluate the impact of implementation.		Daily-trash receptacles to maintain clean environment, speak and act with respect and courtesy. None Specified None Specified	
		Bi-Monthly - Class meetings presenting Toolbox Lessons. Parents have access to Parent Resource Room. None Specified School Improvement Grant (SIG)	
		Monthly - celebrate and recognize students good citizenship and outstanding character at assemblies. None Specified None Specified	
		Quarterly/Annually - monitor and evaluate school behavior and safety goals and make adjustments and recommendations. Report to SSC and Leadership Team None Specified None Specified	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	750,090
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	517,639.00	517,639.00
Title II Part A: Improving Teacher Quality	72,146.00	72,146.00
Title III Immigrant Education Program	115,045.00	115,045.00
Title III Part A: Language Instruction for LEP Students	6,786.00	6,786.00
Title IV Part A: Student Support and Academic Enrichment	38,474.00	38,474.00

Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- (5) Parent or Community Members

Name of Members	Role
Carol Castro	Principal
Patricia Gomez	Classroom Teacher
Maria Silva	Other School Staff
Martha Menth	Classroom Teacher
Lauren Liotta	Parent or Community Member
Kate Nagle	Parent or Community Member
Karen Martin	Parent or Community Member
Rosario Uceda	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:

Principal, Denise McCullough on 5/16/2019

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Meadow View Elementary School
Address	2665 Dutton Meadow Santa Rosa, California 95407
County-District-School (CDS) Code	49706156115695
Principal	Jean Walker
District Name	Bellevue Union School District
SPSA Revision Date	March 14, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our site provides high quality instruction based on the Common Core State Standards for students in grades kindergarten through sixth. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' successes.

School Profile

Meadow View Elementary School has been providing a high quality education for students from kindergarten to sixth grade for almost two decades. Classroom distribution for this year is as follows: two classrooms each for grades kindergarten through third, and two classrooms for grades fourth through six. Meadow View also houses a Special Day class for students in grades kindergarten through second, a Severely Handicap class for grades fourth through sixth as well as a Resource Specialist classroom. Current average class size is 24 in grades kindergarten through third and 30 in grades four through six. The majority of the classrooms on campus are arranged with an open 'pod' center space between three classrooms allowing space for small group instruction. Literacy paraprofessionals spend time in all classrooms working with small groups of students. Additional support for students is provided by CalSERVES which operates our after school program. Technology is of utmost importance at our site. Our third through sixth grade students have 1:1 Chromebook access. We have digital devices available for students to use either in classrooms or in our Media Center.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All stakeholders are communicated to. First brainstorm with each stakeholder group, type out all ideas and share amongst all stakeholder groups. Principal will then bring all categories to site council, which will have representation from each sub group.

Certificated - faculty meetings

Classified- staff meeting

Community- town hall meetings

Parents- PFO meetings

Site council and ELAC meetings

The school worked with the School Site Council to consult and plan for this SPSA review and update. Meetings were held after school during the school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.6%	0.87%		7	4
African American	%	2.0%	1.09%		9	5
Asian	%	4.3%	4.15%		19	19
Filipino	%	%	0.22%			1
Hispanic/Latino	%	83.2%	85.81%		371	393
Pacific Islander	%	0.2%	0.22%		1	1
White	%	7.4%	6.77%		33	31
Multiple/No Response	%	%	%			
Total Enrollment					446	458

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		73	70
Grade 1		73	65
Grade 2		70	75
Grade3		65	53
Grade 4		46	75
Grade 5		59	56
Grade 6		60	64
Total Enrollment		446	458

Conclusions based on this data:

1. Meadow View continues to have the majority of students needed support with English Language Development.
2. The number of students being reclassified has declined in 2017/18 compared to previous year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	273	276	292	64.1%	61.9%	63.8%
Fluent English Proficient (FEP)	48	45	64	11.3%	10.1%	14.0%
Reclassified Fluent English Proficient (RFEP)	33	20	32	12.1%	7.3%	11.6%

Conclusions based on this data:

1. The majority of students are not performing at or above grade level standards in English Language Arts.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	69	62	45	69	59	45	69	59	100	100	95.2
Grade 4	53	46	69	51	45	69	51	45	69	96.2	97.8	100
Grade 5	57	55	58	57	53	57	57	53	57	100	96.4	98.3
Grade 6	58	56	60	56	55	59	56	55	59	96.6	98.2	98.3
All Grades	213	226	249	209	222	244	209	222	244	98.1	98.2	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.	2399.	2365.	7	11.59	5.08	22	21.74	15.25	40	31.88	27.12	31	34.78	52.54
Grade 4	2408.	2391.	2437.	6	2.22	13.04	18	15.56	17.39	18	20.00	33.33	59	62.22	36.23
Grade 5	2449.	2465.	2457.	5	13.21	7.02	26	16.98	28.07	21	24.53	24.56	47	45.28	40.35
Grade 6	2519.	2504.	2502.	16	14.55	13.56	32	20.00	30.51	25	40.00	22.03	27	25.45	33.90
All Grades	N/A	N/A	N/A	9	10.81	9.84	25	18.92	22.54	25	29.73	27.05	41	40.54	40.57

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	14.49	6.78	53	40.58	42.37	38	44.93	50.85	
Grade 4	14	6.67	11.59	29	53.33	53.62	57	40.00	34.78	
Grade 5	11	13.21	8.77	39	49.06	52.63	51	37.74	38.60	
Grade 6	16	12.73	27.12	50	60.00	32.20	34	27.27	40.68	
All Grades	12	12.16	13.52	43	50.00	45.49	45	37.84	40.98	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	19.12	10.17	56	51.47	35.59	38	29.41	54.24
Grade 4	4	8.89	13.04	43	37.78	52.17	53	53.33	34.78
Grade 5	12	18.87	14.04	44	50.94	49.12	44	30.19	36.84
Grade 6	18	12.73	20.34	54	47.27	42.37	29	40.00	37.29
All Grades	11	15.38	14.34	49	47.51	45.08	41	37.10	40.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	10.14	3.39	69	66.67	57.63	22	23.19	38.98
Grade 4	10	2.22	8.70	55	37.78	69.57	35	60.00	21.74
Grade 5	2	9.43	12.28	63	54.72	52.63	35	35.85	35.09
Grade 6	20	16.36	13.56	63	65.45	61.02	18	18.18	25.42
All Grades	10	9.91	9.43	62	57.66	60.66	28	32.43	29.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	15.94	10.17	60	50.72	54.24	33	33.33	35.59
Grade 4	12	6.67	14.49	43	37.78	55.07	45	55.56	30.43
Grade 5	16	16.98	17.54	53	35.85	45.61	32	47.17	36.84
Grade 6	30	18.18	25.42	57	60.00	40.68	13	21.82	33.90
All Grades	17	14.86	16.80	53	46.85	49.18	30	38.29	34.02

Conclusions based on this data:

1. The majority of students are not performing at or above grade level standards in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	69	62	45	69	60	45	69	60	100	100	96.8
Grade 4	53	46	69	51	45	69	51	45	69	96.2	97.8	100
Grade 5	57	55	58	57	54	58	57	54	58	100	98.2	100
Grade 6	58	56	60	58	56	60	58	56	60	100	100	100
All Grades	213	226	249	211	224	247	211	224	247	99.1	99.1	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.	2407.	2379.	2	7.25	3.33	16	23.19	16.67	38	42.03	30.00	44	27.54	50.00
Grade 4	2410.	2419.	2435.	6	0.00	5.80	8	15.56	5.80	31	42.22	56.52	55	42.22	31.88
Grade 5	2444.	2454.	2422.	0	14.81	3.45	12	7.41	3.45	35	14.81	25.86	53	62.96	67.24
Grade 6	2520.	2490.	2493.	19	8.93	15.00	19	17.86	10.00	31	33.93	31.67	31	39.29	43.33
All Grades	N/A	N/A	N/A	7	8.04	6.88	14	16.52	8.91	34	33.48	36.84	45	41.96	47.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	11.59	10.00	36	53.62	38.33	58	34.78	51.67
Grade 4	12	2.22	7.25	12	35.56	34.78	76	62.22	57.97
Grade 5	7	20.37	5.17	30	12.96	15.52	63	66.67	79.31
Grade 6	33	14.29	20.00	33	39.29	25.00	34	46.43	55.00
All Grades	15	12.50	10.53	27	36.61	28.74	57	50.89	60.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	15.94	5.00	38	53.62	40.00	56	30.43	55.00
Grade 4	4	2.22	7.25	39	48.89	49.28	57	48.89	43.48
Grade 5	2	9.26	3.45	35	35.19	27.59	63	55.56	68.97
Grade 6	21	8.93	15.00	43	50.00	38.33	36	41.07	46.67
All Grades	9	9.82	7.69	39	47.32	39.27	53	42.86	53.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	11.59	5.00	60	52.17	46.67	38	36.23	48.33
Grade 4	8	2.22	8.70	31	46.67	50.72	61	51.11	40.58
Grade 5	2	12.96	1.72	39	25.93	39.66	60	61.11	58.62
Grade 6	17	14.29	16.67	52	32.14	36.67	31	53.57	46.67
All Grades	8	10.71	8.10	45	39.73	43.72	47	49.55	48.18

Conclusions based on this data:

1. The majority of students are not performing at or above grade level standards in Mathematics.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1411.1	1416.8	1397.5	57
Grade 1	1460.4	1463.5	1456.7	51
Grade 2	1469.2	1465.3	1472.6	52
Grade 3	1469.2	1464.2	1473.9	39
Grade 4	1509.6	1508.2	1510.4	36
Grade 5	1498.0	1497.1	1498.4	28
Grade 6	1497.5	1480.9	1513.8	28
All Grades				291

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	22.81	16	28.07	16	28.07	12	21.05	57
Grade 1	20	39.22	21	41.18	*	*	*	*	51
Grade 2	16	30.77	20	38.46	12	23.08	*	*	52
Grade 3	*	*	12	30.77	15	38.46	*	*	39
Grade 4	*	*	17	47.22	*	*	*	*	36
Grade 5	*	*	15	53.57	*	*	*	*	28
Grade 6	*	*	*	*	12	42.86	*	*	28
All Grades	68	23.37	109	37.46	69	23.71	45	15.46	291

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	24.56	16	28.07	13	22.81	14	24.56	57
Grade 1	28	54.90	*	*	*	*	*	*	51
Grade 2	27	51.92	14	26.92	*	*	*	*	52
Grade 3	*	*	15	38.46	*	*	*	*	39
Grade 4	16	44.44	13	36.11	*	*	*	*	36
Grade 5	12	42.86	11	39.29	*	*	*	*	28
Grade 6	*	*	11	39.29	*	*	*	*	28
All Grades	109	37.46	90	30.93	52	17.87	40	13.75	291

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	29.82	*	*	19	33.33	12	21.05	57
Grade 1	16	31.37	17	33.33	*	*	11	21.57	51
Grade 2	11	21.15	23	44.23	*	*	*	*	52
Grade 3			*	*	14	35.90	19	48.72	39
Grade 4	*	*	12	33.33	16	44.44	*	*	36
Grade 5	*	*	*	*	13	46.43	*	*	28
Grade 6	*	*	*	*	*	*	12	42.86	28
All Grades	50	17.18	82	28.18	85	29.21	74	25.43	291

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	31	54.39	20	35.09	*	*	57
Grade 1	36	70.59	14	27.45	*	*	51
Grade 2	27	51.92	23	44.23	*	*	52
Grade 3	*	*	25	64.10	*	*	39
Grade 4	*	*	19	52.78	*	*	36
Grade 5	13	46.43	11	39.29	*	*	28
Grade 6	*	*	16	57.14	*	*	28
All Grades	126	43.30	128	43.99	37	12.71	291

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	*	*	29	50.88	22	38.60	57
Grade 1	24	47.06	18	35.29	*	*	51
Grade 2	23	44.23	25	48.08	*	*	52
Grade 3	19	48.72	12	30.77	*	*	39
Grade 4	24	66.67	*	*	*	*	36
Grade 5	17	60.71	*	*	*	*	28
Grade 6	*	*	13	46.43	*	*	28
All Grades	123	42.27	113	38.83	55	18.90	291

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	21.05	35	61.40	*	*	57
Grade 1	20	39.22	17	33.33	14	27.45	51
Grade 2	17	32.69	23	44.23	12	23.08	52
Grade 3	*	*	18	46.15	20	51.28	39
Grade 4	*	*	26	72.22	*	*	36
Grade 5	*	*	18	64.29	*	*	28
Grade 6	*	*	*	*	22	78.57	28
All Grades	53	18.21	142	48.80	96	32.99	291

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	22	38.60	20	35.09	15	26.32	57
Grade 1	13	25.49	31	60.78	*	*	51
Grade 2	11	21.15	34	65.38	*	*	52
Grade 3	*	*	27	69.23	11	28.21	39
Grade 4	11	30.56	22	61.11	*	*	36
Grade 5	*	*	16	57.14	*	*	28
Grade 6	*	*	20	71.43	*	*	28
All Grades	70	24.05	170	58.42	51	17.53	291

Conclusions based on this data:

1. Reading and Writing appear to be domains with greatest need.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
458	83.4%	63.8%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	292	63.8%
Foster Youth	1	0.2%
Homeless	8	1.7%
Socioeconomically Disadvantaged	382	83.4%
Students with Disabilities	60	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1%
American Indian	4	0.9%
Asian	19	4.1%
Filipino	1	0.2%
Hispanic	393	85.8%
Two or More Races	4	0.9%
Pacific Islander	1	0.2%
White	31	6.8%






Conclusions based on this data:

1. We continue to serve a very high number of economically disadvantaged students.
2. More than half of our students need English Language Development.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Improvements have been made regarding suspension rates.
2. Many students appear to be struggling with meeting Math and English Language Arts standards.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 42.6 points below standard Declined -3.1 points 224 students	<p>English Learners</p>  Orange 49.7 points below standard Maintained 0.2 points 179 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 41.3 points below standard Increased 6.8 points 179 students	<p>Students with Disabilities</p>  Orange 105.4 points below standard Increased 13 points 34 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 32.9 points below standard Declined -46.6 points 13 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.9 points below standard Maintained 0.7 points 192 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 13.7 points above standard Increased 18.4 points 13 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.2 points below standard Increased 14.8 points 123 students	26.1 points above standard Increased 6.5 points 56 students	15.4 points below standard Declined -4.6 points 44 students

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need more supports.

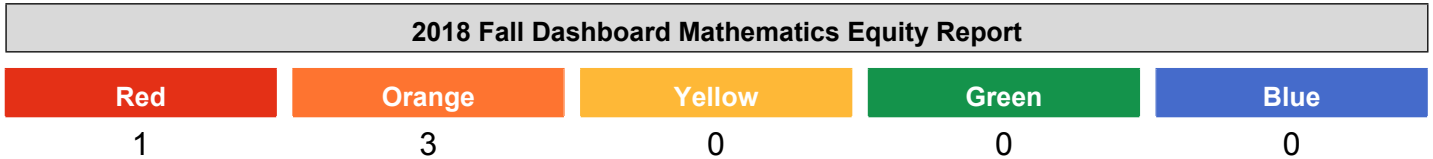
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 64.9 points below standard Declined -12.4 points 224 students	<p>English Learners</p>  Orange 67.9 points below standard Declined -7.7 points 179 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 66.6 points below standard Declined -6.2 points 179 students	<p>Students with Disabilities</p>  Red 106.4 points below standard Maintained -1.2 points 34 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 19.6 points below standard Declined -23.5 points 13 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.9 points below standard Declined -7.6 points 192 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 31.5 points below standard Declined -22.6 points 13 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.4 points below standard Maintained -0.8 points 123 students	7.4 points below standard Increased 4 points 56 students	56.3 points below standard Declined -24.7 points 44 students

Conclusions based on this data:

1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
291	23.4%	37.5%	23.7%	15.5%

Conclusions based on this data:

1. Many of our students are currently at the moderately and well developed levels of language acquisition.

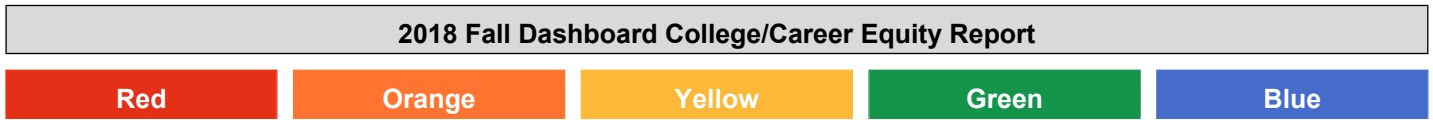
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

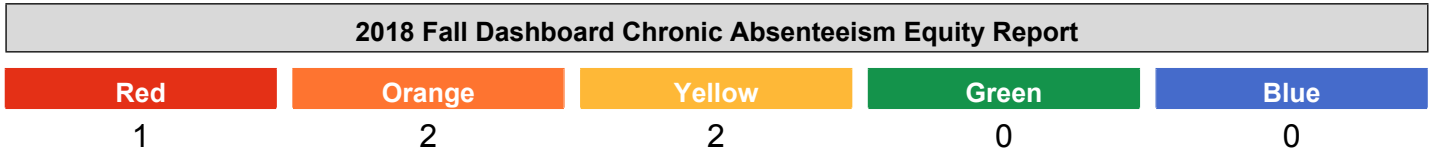
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 15.4% chronically absent Declined 1.1% 499 students	<p>English Learners</p>  Orange 12.7% chronically absent Maintained 0% 315 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 53.8% chronically absent Increased 11.7% 13 students	<p>Socioeconomically Disadvantaged</p>  Yellow 15.7% chronically absent Declined 1.8% 420 students	<p>Students with Disabilities</p>  Yellow 14.7% chronically absent Declined 5% 68 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0% chronically absent Declined 5.3% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.6% chronically absent Maintained 0% 431 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Red 21.2% chronically absent Increased 2.8% 33 students

Conclusions based on this data:

1. Chronic absenteeism is improving for most students.
2. Students with disabilities' attendance has not improved.

School and Student Performance Data

Academic Engagement Graduation Rate

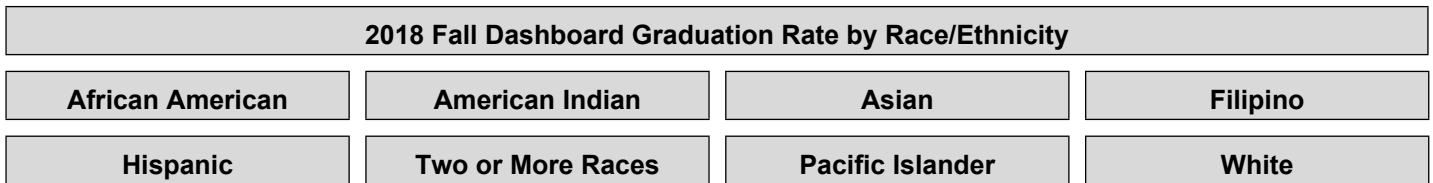
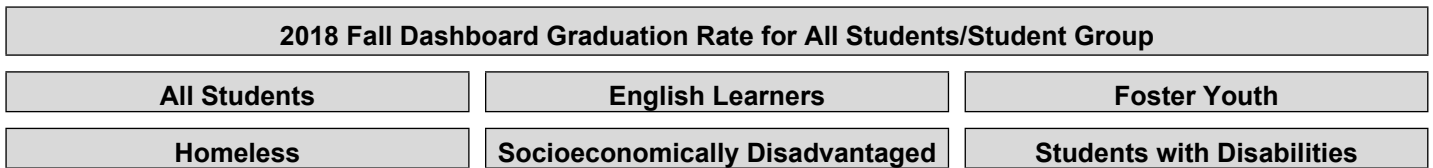
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

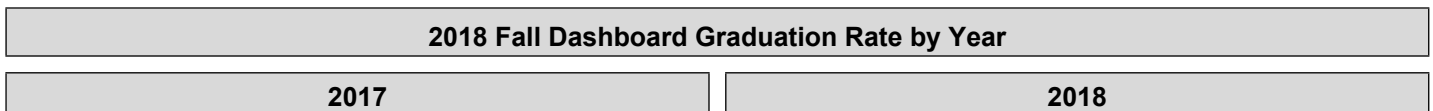
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

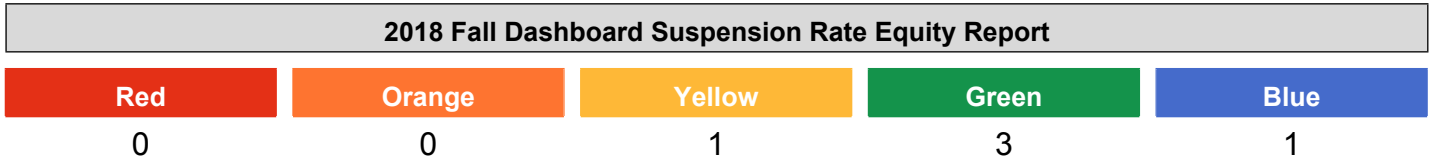
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2% suspended at least once Declined -1% 560 students	<p>English Learners</p>  Green 2% suspended at least once Declined -0.5% 346 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6 students
<p>Homeless</p>  No Performance Color 6.3% suspended at least once Increased 6.3% 16 students	<p>Socioeconomically Disadvantaged</p>  Green 2.2% suspended at least once Declined -0.9% 464 students	<p>Students with Disabilities</p>  Yellow 2.7% suspended at least once Maintained 0.2% 74 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0% suspended at least once 11 students	 No Performance Color 0% suspended at least once Maintained 0% 25 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1% suspended at least once Declined -1.2% 469 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Declined -2.6% 38 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.5% suspended at least once	2.9% suspended at least once	2% suspended at least once

Conclusions based on this data:

1. Suspension rates are decreasing therefore improving suspension rates.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

LCAP Goal

Improve 3rd Grade Literacy

Basis for this Goal

State, district and site academic assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District and state assessments.		

Planned Strategies/Activities

Strategy/Activity 1

Provide instructional Kindergarten classrooms.

Students to be Served by this Strategy/Activity

All Kindergarten students

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Hire Literacy Paraprofessional for every K-6 classroom

Students to be Served by this Strategy/Activity

Literacy Paraprofessional for every K-6 classroom. More time will be allotted to first and second grades to support reading instruction.
A Literacy Paraprofessional will be available to push-in to every K-6 classroom.
The Literacy Paraprofessional will work in the classroom under the direction of the classroom teacher to support students with small group instruction and support.
The Literacy Paraprofessional will use WonderWorks curriculum which is a support program for the district adopted curriculum - Wonders.

Timeline

Hiring and training prior to the start of the academic year

Person(s) Responsible

Director of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Arts-writing

Goal Statement

Students will increase writing ability by moving up the district writing rubric one level.

LCAP Goal

Improve consistency of high quality instruction in all classrooms

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Writing Assessment	Beginning of the year writing assessment	Every student will move up one level.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will focus on non-fiction writing and incorporating writing activities into all subject areas. Teachers will use district rubrics to focus instruction. Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)

Students to be Served by this Strategy/Activity

Timeline

Ongoing throughout the year

Person(s) Responsible

Director of Student Services

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

BEST committee will meet monthly and provide professional development to staff as needed

Students to be Served by this Strategy/Activity

All students.

Timeline

Academic year

Person(s) Responsible

teachers and principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 3

Literacy Paraprofessionals will work with every grade level during writing instruction. They will provide extra support as directed by the classroom teacher.

Students to be Served by this Strategy/Activity

All students

Timeline

Academic year

Person(s) Responsible

literacy paraprofessionals and teachers

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School climate/culture - Student behavior

Goal Statement

Behavioral referrals of tier 2 students will decrease by 20 percent.

LCAP Goal

Improve school climate and positive culture.

Basis for this Goal

Tier 2 students need extra support for behavior.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS data	SWIS data	Behavioral referrals to the office will decrease by 20 percent by our tier 2 students.

Planned Strategies/Activities

Strategy/Activity 1

Implement an intervention for designated students who need increased behavior support based on SWIS data.

Students to be Served by this Strategy/Activity

Tier 2 students according to SWIS data

Timeline

Academic year

Person(s) Responsible

Principal and PBIS team

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Train student supervision and Ameri-Corps members on positive behavior supports

Students to be Served by this Strategy/Activity

All students

Timeline

Academic year

Person(s) Responsible

Principal and PBIs team

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 3

Professional development and support provided to implement pacing guides at all levels

Students to be Served by this Strategy/Activity

Timeline

Academic year, ongoing

Person(s) Responsible

Principals, Director of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

Children will be motivated to attend school on a consistent and punctual basis

LCAP Goal

Decrease the rates of absence and truancy

Basis for this Goal

Aeries attendance data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A2A attendance data		

Planned Strategies/Activities

Strategy/Activity 1

Develop an award system to recognize good attendance

Students to be Served by this Strategy/Activity

Timeline

Academic year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Strategy/Activity 2

Have Parent Liaison call parents who have frequently absent and tardy children to determine needs and support.

Students to be Served by this Strategy/Activity

students who are chronically absent.

Timeline

academic school year

Person(s) Responsible

Parent liaison, Principal, and Office manager

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy..

Meadow View School will put multiple supports in place to improve our third grade literacy rates. Third grade literacy rates have been tied to high school graduation rates and career success. Students who exit third grade not reading at grade level are more likely to struggle in school and not graduate from high school. (American Education Research Association- 2011). At Meadow View School our goal is to halt this disturbing trend by supporting students in the primary grades, Kindergarten through third grade students will receive additional support and services to help them reach grade level literacy.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
teachers and principal will monitor achievement for every K-3 student.Literacy Paraprofessionals will provide Tier 2 support for students in grades 4-6.	None needed- district funded	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A Literacy Paraprofessional will be available to push-in to every K-6 classroom. The Literacy Paraprofessional will work in the classroom under the direction of the classroom teacher to support students with small group instruction and support. The Literacy Paraprofessional will use WonderWorks curriculum which is a support program for the district adopted curriculum -		None Specified District Funded	None Specified District Funded

Planned Strategy/Activity

Actual Strategy/Activity

Proposed Expenditures

Estimated Actual Expenditures

None Specified None Specified

None Specified None Specified

Analysis

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

Implementation went as planned.

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

We did not see the expected growth in literacy in K-2 and adjust how we deliver services.

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

None

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

We will provide more targeted literacy supports for grades K-2 as noted in goal #1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Students will benefit from consistent behavioral expectations and supports in every classroom

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)		None Specified District Funded	None Specified District Funded
BEST committee will meet monthly and provide professional development to staff as needed		None Specified District Funded	None Specified District Funded
BEST team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.		None Specified District Funded	None Specified District Funded

Analysis

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

implemented as planned

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

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

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

Implementation of support system for tier 2 behavior students. See goal #3

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Students will benefit from consistent academic expectations in every classroom at the same grade level

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Grade level teacher teams will be offered the opportunity to participate in creating the pacing templates		None Specified District Funded	None Specified District Funded
Information and feedback regarding the pacing template will have been solicited from all staff		None Specified District Funded	None Specified District Funded
Professional development and support provided to implement pacing guides at all levels		None Specified District Funded	None Specified District Funded

Analysis

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

Implementation was not as systematic as expected. Not all grade levels completed this.

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

Not all pacing guides were updated.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Children will be motivated to attend school on a consistent and punctual basis

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop an award system to recognize good attendance		None Specified District Funded	None Specified District Funded

Analysis

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

Implemented as planned

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

Attendance has improved.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	750,090
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	517,639.00	517,639.00
Title II Part A: Improving Teacher Quality	72,146.00	72,146.00
Title III Immigrant Education Program	115,045.00	115,045.00
Title III Part A: Language Instruction for LEP Students	6,786.00	6,786.00
Title IV Part A: Student Support and Academic Enrichment	38,474.00	38,474.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Daniel Hoffman	Principal
Sophia Diaz	Classroom Teacher
Suzanne Bethel	Classroom Teacher
Paula Hernandez	Parent or Community Member
Susy Bradley	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:

Principal, Jean Walker on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Taylor Mountain Elementary School
Address	1210 East Bellevue Ave. Santa Rosa, CA 95407-2764
County-District-School (CDS) Code	49706150113506
Principal	Margaret Jacobson
District Name	Bellevue Union School District
SPSA Revision Date	March 2018
Schoolsite Council (SSC) Approval Date	May 16, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our site provides high quality instruction based on the Common Core State Standards for students in grades TK-6. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' success.

The staff has worked diligently on creating the mission and vision statement for the school. Following The Golden Circle model, the staff worked and collaborated to define the Taylor Mountain "Why" or why we do what we do (mission). The 'Why' for Taylor Mountain or our mission is to give the students what they need. In addition, we established how we would work, communicate and collaborate together to make sure that the decisions and actions that we take are directly related to our Why. This year we have continued to define our 'what' meaning what are the actual curriculums, plans, assessments, etc. that we have in place to make sure that our students get what they need.

School Profile

Taylor Mountain Elementary School was built in 2007 and is surrounded by a tight knit family community, luscious fields and the majestic Taylor Mountain. The school currently houses students in grades Kindergarten-6th grade in addition to a North Bay Children's Center preschool. Classroom distribution for this year is as follows: two Kindergarten classrooms, two first grade classrooms, one first/second grade combination class, three third grade classrooms, and two classrooms each for fourth thru sixth grade. In addition we are proud and happy to house the Special Day Class (SDC) classrooms for students that are in our attendance area on the east side of the 101 freeway. The SDC students are in two classes. One classroom houses the students from grades Kindergarten-third grade, and the other classroom houses students in grades fourth-sixth. We also have one resource specialist on site at all times. The school psychologist and the speech therapist are on site two days per week. Class size for Kindergarten-third grade is 24. Class size for grades fourth-sixth is between 28-31. The majority of the classrooms on campus are arranged with an open 'pod' center space between three classrooms allowing space for small group instruction. Literacy paraprofessionals spend time in all classrooms grade K-6 working with small groups of students. Additional support for students is provided by CalSERVES through both the Americorp program and our after school Cool School program. The Americorp tutors work in grades Kindergarten and first grade. In addition, they provide Active Recess support for our students leading them in games and activities during Recess and Lunch. We are fortunate to provide technology for our students. Our students in third-sixth grades have 1:1 Chromebook access. Students in first-second grades have 1:2 Chromebook access. Due to the number of our students living in poverty, we have received a grant from the National Student Lunch Program and all of our students are provided 2 meals each day (breakfast and lunch) for free. In addition, we have also partnered with CalSERVES to offer inexpensive after school care for students that do not qualify for Cool School. This has also led to the offering of an inexpensive summer camp program as well for our students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Taylor Mountain staff works diligently reviewing data and creating trimester goals for our students and reflecting upon what is working and areas where additional support or change is needed. This year we were able to form a Taylor Mountain School Site Council (SSC) with parity. The School Site Council met monthly on the third Thursday of each month discussing future needs of the school, both academic and social-emotional. Our SSC also participated in the update and clarification of the Local School Accountability Plan where meetings were held brainstorming ways to improve both the district and Taylor Mountain. The SSC offered suggestions in the following areas: how to improve student achievement, how to improve family and community connectedness and how to improve our facilities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.2%	1.64%		6	8
African American	%	1.8%	1.02%		9	5
Asian	%	2.1%	2.46%		11	12
Filipino	%	0.6%	0.41%		3	2
Hispanic/Latino	%	79.3%	80.94%		407	395
Pacific Islander	%	%	%			
White	%	14.4%	11.89%		74	58
Multiple/No Response	%	%	0.82%			4
Total Enrollment					513	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		86	87
Grade 1		67	67
Grade 2		71	68
Grade3		76	83
Grade 4		64	64
Grade 5		76	59
Grade 6		73	60
Total Enrollment		513	488

Conclusions based on this data:

1. Student enrollment has decreased over the past few years.
2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.
3. The 'white' student group has decreased in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	321	317	295	59.9%	61.8%	60.5%
Fluent English Proficient (FEP)	53	48	68	9.9%	9.4%	13.9%
Reclassified Fluent English Proficient (RFEP)	46	33	52	13.5%	10.3%	16.4%

Conclusions based on this data:

1. The percentage of English Learners has remained roughly the same.
2. The FEP and RFEP percentages have increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	74	81	68	74	80	68	74	80	97.1	100	98.8
Grade 4	84	63	64	84	63	64	84	63	64	100	100	100
Grade 5	71	74	56	65	74	54	65	74	54	91.5	100	96.4
Grade 6	76	71	60	74	70	59	74	70	59	97.4	98.6	98.3
All Grades	301	282	261	291	281	257	291	281	257	96.7	99.6	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2384.	2400.	2396.	13	16.22	15.00	16	16.22	17.50	25	31.08	30.00	46	36.49	37.50
Grade 4	2397.	2408.	2426.	6	11.11	12.50	15	7.94	25.00	23	19.05	15.63	56	61.90	46.88
Grade 5	2464.	2472.	2477.	2	14.86	12.96	29	25.68	29.63	35	21.62	18.52	34	37.84	38.89
Grade 6	2490.	2509.	2502.	1	5.71	10.17	31	35.71	30.51	32	34.29	30.51	35	24.29	28.81
All Grades	N/A	N/A	N/A	5	12.10	12.84	23	21.71	24.90	29	26.69	24.12	43	39.50	38.13

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	13	16.22	16.25	43	35.14	43.75	44	48.65	40.00	
Grade 4	7	15.87	17.19	39	33.33	48.44	54	50.79	34.38	
Grade 5	8	14.86	12.96	45	51.35	42.59	48	33.78	44.44	
Grade 6	11	15.71	13.56	43	48.57	54.24	46	35.71	32.20	
All Grades	10	15.66	15.18	42	42.35	47.08	48	41.99	37.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	16.22	11.25	44	52.70	48.75	46	31.08	40.00
Grade 4	10	7.94	12.50	35	39.68	45.31	56	52.38	42.19
Grade 5	15	21.62	22.22	57	40.54	50.00	28	37.84	27.78
Grade 6	7	8.57	11.86	54	61.43	49.15	39	30.00	38.98
All Grades	10	13.88	14.01	47	48.75	48.25	43	37.37	37.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	18.92	12.50	60	63.51	65.00	29	17.57	22.50
Grade 4	6	6.35	7.81	56	57.14	62.50	38	36.51	29.69
Grade 5	3	14.86	5.56	62	51.35	70.37	35	33.78	24.07
Grade 6	9	8.57	11.86	69	77.14	64.41	22	14.29	23.73
All Grades	7	12.46	9.73	62	62.28	65.37	31	25.27	24.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	18.92	18.75	50	48.65	53.75	41	32.43	27.50
Grade 4	7	9.52	17.19	48	46.03	45.31	45	44.44	37.50
Grade 5	14	18.92	18.52	62	50.00	48.15	25	31.08	33.33
Grade 6	16	18.57	11.86	66	57.14	62.71	18	24.29	25.42
All Grades	11	16.73	16.73	56	50.53	52.53	33	32.74	30.74

Conclusions based on this data:

1. Student participation in the CAASPP meets the state guidelines.
2. Overall achievement for all grades in % standard exceeded and % standard met has increased over the three year span however % proficient still runs between 30-42%.
3. In Reading, % below standard decreased for all grades. 5th grade % in Reading (above, at/near) has decreased over the 3 year span. Writing continues to be an area of struggle.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	74	81	68	74	81	68	74	81	97.1	100	100
Grade 4	84	63	64	84	63	64	84	63	64	100	100	100
Grade 5	71	74	56	69	74	56	69	74	56	97.2	100	100
Grade 6	76	71	60	75	71	60	75	71	60	98.7	100	100
All Grades	301	282	261	296	282	261	296	282	261	98.3	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2397.	2392.	2386.	10	9.46	6.17	16	22.97	19.75	34	20.27	22.22	40	47.30	51.85
Grade 4	2413.	2415.	2427.	6	6.35	6.25	15	12.70	17.19	31	31.75	35.94	48	49.21	40.63
Grade 5	2461.	2465.	2476.	7	13.51	12.50	9	13.51	8.93	39	22.97	39.29	45	50.00	39.29
Grade 6	2499.	2517.	2524.	11	15.49	18.33	19	22.54	25.00	32	32.39	30.00	39	29.58	26.67
All Grades	N/A	N/A	N/A	8	11.35	10.34	15	18.09	18.01	34	26.60	31.03	43	43.97	40.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	16.22	11.11	43	29.73	29.63	44	54.05	59.26
Grade 4	8	11.11	12.50	26	22.22	29.69	65	66.67	57.81
Grade 5	9	18.92	14.29	30	22.97	28.57	61	58.11	57.14
Grade 6	19	25.35	30.00	35	38.03	41.67	47	36.62	28.33
All Grades	12	18.09	16.48	33	28.37	32.18	55	53.55	51.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	16.22	13.58	46	39.19	37.04	37	44.59	49.38
Grade 4	6	6.35	10.94	40	38.10	31.25	54	55.56	57.81
Grade 5	9	12.16	14.29	35	36.49	39.29	57	51.35	46.43
Grade 6	13	16.90	13.33	41	40.85	51.67	45	42.25	35.00
All Grades	11	13.12	13.03	41	38.65	39.46	48	48.23	47.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	17.57	12.35	53	47.30	41.98	35	35.14	45.68
Grade 4	14	9.52	10.94	33	26.98	43.75	52	63.49	45.31
Grade 5	7	13.51	12.50	42	37.84	37.50	51	48.65	50.00
Grade 6	12	16.90	15.00	49	49.30	48.33	39	33.80	36.67
All Grades	11	14.54	12.64	44	40.78	42.91	45	44.68	44.44

Conclusions based on this data:

1. Participation rates met or exceeded state expectation.
2. 3rd grade scores do not show evidence of increasing ability in all assessed areas, specifically reduction in scores this past year. 6th grade made progress in all areas.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1434.8	1445.9	1408.5	60
Grade 1	1477.3	1479.4	1474.8	37
Grade 2	1489.1	1492.3	1485.3	47
Grade 3	1486.7	1486.8	1486.1	49
Grade 4	1519.9	1517.5	1521.9	33
Grade 5	1518.4	1528.5	1507.7	31
Grade 6	1547.6	1543.2	1551.6	25
All Grades				282

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	22	36.67	20	33.33	14	23.33	*	*	60
Grade 1	19	51.35	12	32.43	*	*	*	*	37
Grade 2	23	48.94	18	38.30	*	*	*	*	47
Grade 3	*	*	25	51.02	*	*	12	24.49	49
Grade 4	11	33.33	13	39.39	*	*	*	*	33
Grade 5	*	*	17	54.84	*	*	*	*	31
Grade 6	*	*	11	44.00	*	*	*	*	25
All Grades	97	34.40	116	41.13	44	15.60	25	8.87	282

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	30	50.00	17	28.33	*	*	*	*	60
Grade 1	25	67.57	*	*	*	*			37
Grade 2	29	61.70	13	27.66	*	*	*	*	47
Grade 3	14	28.57	21	42.86	*	*	*	*	49
Grade 4	16	48.48	12	36.36	*	*	*	*	33
Grade 5	22	70.97	*	*	*	*	*	*	31
Grade 6	15	60.00	*	*	*	*			25
All Grades	151	53.55	88	31.21	27	9.57	16	5.67	282

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	25.00	14	23.33	23	38.33	*	*	60
Grade 1	16	43.24	11	29.73	*	*	*	*	37
Grade 2	15	31.91	19	40.43	*	*	*	*	47
Grade 3			12	24.49	16	32.65	21	42.86	49
Grade 4	*	*	*	*	*	*	*	*	33
Grade 5	*	*	18	58.06	*	*	*	*	31
Grade 6	*	*	*	*	*	*	*	*	25
All Grades	60	21.28	94	33.33	76	26.95	52	18.44	282

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	40	66.67	17	28.33	*	*	60
Grade 1	29	78.38	*	*			37
Grade 2	29	61.70	16	34.04	*	*	47
Grade 3	*	*	28	57.14	12	24.49	49
Grade 4	15	45.45	15	45.45	*	*	33
Grade 5	13	41.94	15	48.39	*	*	31
Grade 6	11	44.00	13	52.00	*	*	25
All Grades	146	51.77	112	39.72	24	8.51	282

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	21	35.00	33	55.00	*	*	60
Grade 1	21	56.76	15	40.54	*	*	37
Grade 2	33	70.21	11	23.40	*	*	47
Grade 3	35	71.43	12	24.49	*	*	49
Grade 4	22	66.67	*	*	*	*	33
Grade 5	28	90.32	*	*	*	*	31
Grade 6	19	76.00	*	*			25
All Grades	179	63.48	88	31.21	15	5.32	282

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	26.67	35	58.33	*	*	60
Grade 1	19	51.35	*	*	*	*	37
Grade 2	17	36.17	23	48.94	*	*	47
Grade 3			23	46.94	26	53.06	49
Grade 4	*	*	20	60.61	*	*	33
Grade 5	*	*	22	70.97	*	*	31
Grade 6	*	*	*	*	*	*	25
All Grades	67	23.76	140	49.65	75	26.60	282

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	35.00	30	50.00	*	*	60
Grade 1	16	43.24	19	51.35	*	*	37
Grade 2	15	31.91	28	59.57	*	*	47
Grade 3	*	*	36	73.47	*	*	49
Grade 4	13	39.39	17	51.52	*	*	33
Grade 5	*	*	20	64.52	*	*	31
Grade 6	*	*	19	76.00	*	*	25
All Grades	82	29.08	169	59.93	31	10.99	282

Conclusions based on this data:

1. Overall language score indicates the majority of students at Level 3.
2. Greatest areas of need are the Reading and Writing domains.
3. Students scored higher in the Speaking domain than in the Listening domain.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
488	85.7%	60.5%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	295	60.5%
Homeless	31	6.4%
Socioeconomically Disadvantaged	418	85.7%
Students with Disabilities	48	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0%
American Indian	8	1.6%
Asian	12	2.5%
Filipino	2	0.4%
Hispanic	395	80.9%
Two or More Races	4	0.8%
White	58	11.9%






Conclusions based on this data:

1. A large percentage of our families are socioeconomically disadvantaged.
2. Majority population by race/ethnicity is Hispanic.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Red</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Chronic absenteeism is an area of struggle for this site and the community.
2. English Language Arts and Math both are in the orange performance color band.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>34.8 points below standard</p> <p>Maintained -0.7 points</p> <p>251 students</p>	<p>English Learners</p> <p>Yellow</p> <p>39.2 points below standard</p> <p>Increased 4.7 points</p> <p>197 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>62.5 points below standard</p> <p>13 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>37.5 points below standard</p> <p>Maintained 1.7 points</p> <p>223 students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>104.2 points below standard</p> <p>Increased 12 points</p> <p>34 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.8 points below standard Maintained -1.1 points 209 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 13.1 points above standard Increased 26 points 27 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.8 points below standard Increased 13.8 points 134 students	38.7 points above standard Increased 22.6 points 63 students	16.3 points below standard Declined -9.3 points 52 students

Conclusions based on this data:

1. English learner sub group is making steady progress whereas the English only subgroup is declining.
2. Student with disabilities showed progress and increased their scores.
3. Though small movement within sub groups, overall scores remained the same or stable with no noticeable increase in English Language Arts.

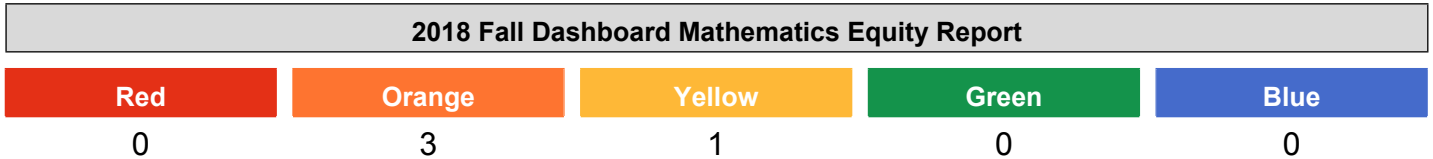
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 46.4 points below standard Maintained 2.1 points 251 students	<p>English Learners</p>  Yellow 51.2 points below standard Increased 3.2 points 197 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 62.5 points below standard 13 students	<p>Socioeconomically Disadvantaged</p>  Orange 49.5 points below standard Maintained 2.2 points 223 students	<p>Students with Disabilities</p>  Orange 116.3 points below standard Increased 4.7 points 34 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.6 points below standard Maintained -0.3 points 209 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 9.2 points below standard Increased 21.6 points 27 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.2 points below standard Increased 13 points 134 students	16.7 points above standard Increased 16.3 points 63 students	27.3 points below standard Increased 4.6 points 52 students

Conclusions based on this data:

1. All sub groups either maintained current status or increased scores.
2. The scores of all sub groups barring students with disabilities are within the proximity of each other in terms of points below standard.
3. Reclassified English Learners is the only subgroup that scored above standard. All comparisons for English Learners show steady increasing progress.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
282	34.4%	41.1%	15.6%	8.9%

Conclusions based on this data:

1. The majority of our students remain at Level 3.

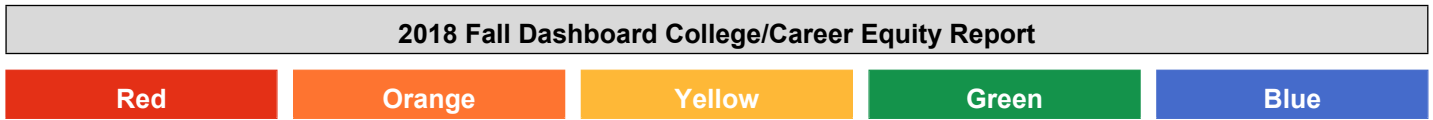
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

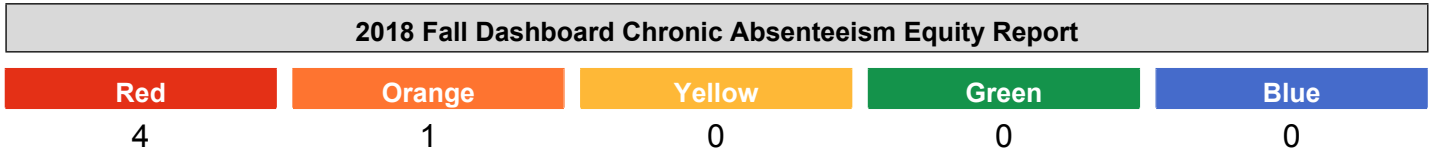
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 19.6% chronically absent Increased 6.7% 516 students	<p>English Learners</p>  Red 15.3% chronically absent Increased 5.8% 307 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 27.8% chronically absent Increased 11.8% 36 students	<p>Socioeconomically Disadvantaged</p>  Red 20.4% chronically absent Increased 8.6% 447 students	<p>Students with Disabilities</p>  Orange 14.8% chronically absent Increased 2.3% 54 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0% chronically absent Declined 9.1% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 17% chronically absent Increased 8% 417 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 27.9% chronically absent Increased 4.5% 61 students

Conclusions based on this data:

1. All subgroups score in the red except for Students With Disabilities indicating chronic absenteeism.
2. Though subgroups show slight increase in attendance, all groups remain in the red.

School and Student Performance Data

Academic Engagement Graduation Rate

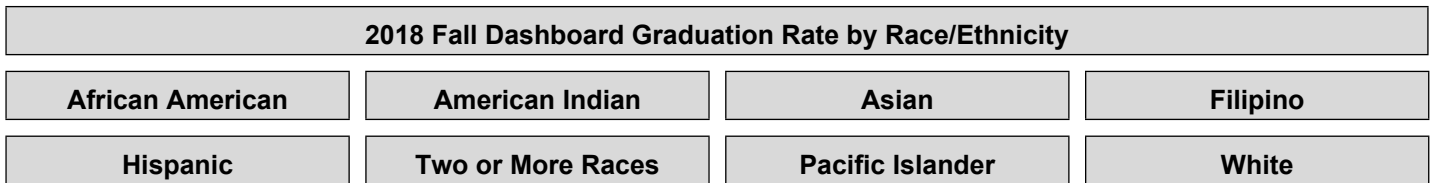
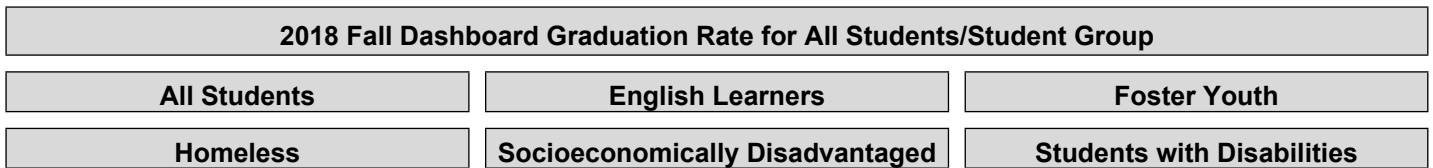
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

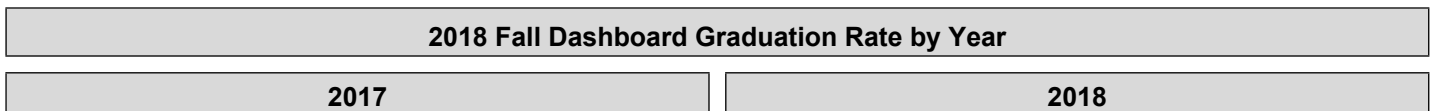
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

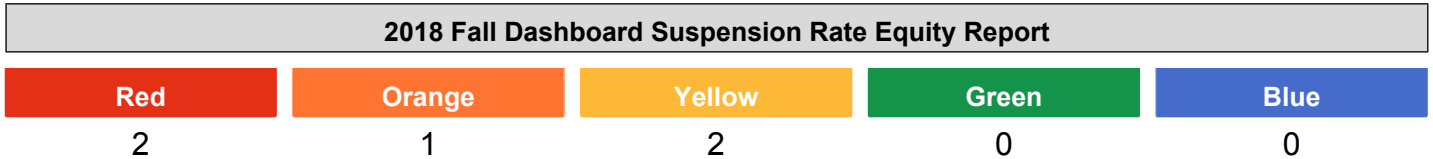
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 3.9% suspended at least once Declined -0.5% 532 students	<p>English Learners</p>  Orange 3.8% suspended at least once Increased 0.4% 314 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color 7.7% suspended at least once Declined -3.4% 39 students	<p>Socioeconomically Disadvantaged</p>  Yellow 4.2% suspended at least once Declined -0.9% 457 students	<p>Students with Disabilities</p>  Red 6.9% suspended at least once Maintained 0% 58 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 0% suspended at least once Declined -9.1% 12 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.5% suspended at least once Declined -0.8% 429 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 2 students	 Red 9.7% suspended at least once Increased 4.7% 62 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.9% suspended at least once	4.4% suspended at least once	3.9% suspended at least once

Conclusions based on this data:

1. Suspension rates continue to decrease.
2. Though the Hispanic subgroup enrollment is much greater than the White subgroup enrollment, the suspensions for the White subgroup are higher than for the Hispanic subgroup.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Increase yearly academic achievement in reading for each student.

LCAP Goal

Increase yearly academic achievement in reading for each student

Basis for this Goal

State, district and site academic assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
In order to improve student achievement in reading, staff must be well versed in the horizontal and vertical alignment of the standards.	Limited understanding of horizontal and vertical alignment of standards.	Staff will develop a basic understanding of vertical and horizontal alignment of standards.
Implementing this information, staff will create SMART goals that are reflective of the grade level competencies and trimester expectations.	Solid knowledge of grade level competencies and trimester expectations.	SMART goals will reflect the competencies and trimester expectations and upon sharing, will also reflect the vertical alignment of skills.
Students in grades K-2 are struggling with phonemic awareness and reading which is reflective in CAASPP, district and site assessment data.	Literacy paraprofessional support has been implemented in grades K-6 with a general emphasis on reading in all grades.	Target paraprofessional support in grades K-2 focusing on foundational skills, phonemic awareness.

Planned Strategies/Activities

Strategy/Activity 1

Staff will work together in grade level teams to create grade level competencies for Reading based upon the Common Core State Standards. Once created, staff will share this information via google documents during a staff meeting. Grade level staff will create SMART goals in Reading (foundational skills, fluency, comprehension) identifying trimester academic targets in an Action Plan format. Trimester progress will be shared with staff and action plan/goals changed accordingly.

Students to be Served by this Strategy/Activity

ALL

Timeline

Academic year

Person(s) Responsible

Principal, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Source District Funded

Budget Reference None Specified

Strategy/Activity 2

There are 3 Literacy Paraprofessionals at Taylor Mountain. Literacy Paraprofessional support will be increased in grades K-2.

Students to be Served by this Strategy/Activity

Students will be served that are not making adequate, timely, appropriate progress in the foundational skills of reading, including phonemic awareness.

Timeline

Hiring and training prior to the start of the academic year. Program implemented throughout the school year.

Person(s) Responsible

Literacy Paraprofessionals, classroom teachers, Principal

Proposed Expenditures for this Strategy/Activity

Source District Funded

Budget Reference None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source None Specified

Budget Reference None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Students will increase automaticity in math fluency in grades 2-6.

LCAP Goal

Improve consistency of high quality instruction in all classrooms

Basis for this Goal

State, district and site data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students in all grades struggle with foundation math skills (automaticity) which affects their ability to perform higher level math functions.	Classroom anecdotal and formative data supports that students are not able to automatically recite/perform operations utilizing basic mathematical operations (addition, subtraction, multiplication, division). thus far the programs and practices that we have implemented have not shown a sustainable increase in student automaticity.	Student automaticity will increase such that teachers will notice positive changes in mathematical practices and increased ability in performance indicated through STAR Math scores, classroom assessments.

Planned Strategies/Activities

Strategy/Activity 1

Students in 2nd-6th grade will participate in a computer based pilot program, Reflex Math.

Students to be Served by this Strategy/Activity

Students in grades 2-6

Timeline

Academic year

Person(s) Responsible

Principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	This cost is for a one year pilot program for the site for all students in grades 2-6

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Culture

Goal Statement

Increase opportunities for students to be engaged after school and during Recess times

LCAP Goal

Improving school culture and social-emotional support for students.

Basis for this Goal

Student engagement increases when extracurricular opportunities are provided for students providing them with an option to excel in areas other than academically related ones. This has been exhibited by the students that return to the school campus after hours to use the playground and field. Alternative activities are required during Recess times to encourage student participation and to support varied levels of student social connections.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Many students return to the school after hours seeking a way to be engaged with staff, students in the after school program.	Some after school opportunities are provided for students and they are well attended.	Increase numbers of after school opportunities for students increasing the numbers of students that are able to attend.
There are disenfranchised students on the periphery of the playground during Recess that are not engaged in social activities.	Some students are alone on the playground during Recess and are struggle to interact with the current activities that are provided.	Increase the numbers of students that are participating with others during Recess in a way that supports them and is non-threatening.

Planned Strategies/Activities

Strategy/Activity 1

Increase numbers of after school activities (multiple chess classes, homework club, chorus, sports, girls group, after school program, day care program).

Students to be Served by this Strategy/Activity

All students

Timeline

Academic year

Person(s) Responsible

Principal, site staff, support staff within the community

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Solicit support from the parents and surrounding community for opportunities for after school programs for our students.

Students to be Served by this Strategy/Activity

All

Timeline

Academic year

Person(s) Responsible

Principal, teachers, parents, community members

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 3

Provide opportunities for students to become actively engaged during Recess: Active Recess (with games that are based upon student interest), Lunch Club (by teachers, support staff, school counselor 2 days per week), game tables identified in the Cafeteria (staffed by student supervision), Cafeteria student support (providing opportunities for students that wish to help out in the Cafeteria), reading tables in the Cafeteria (for students wishing to read during Recess), Office assistants (providing opportunities for students to help in the school Office)

Students to be Served by this Strategy/Activity

All students

Timeline

Academic year

Person(s) Responsible

Principal, support staff, school counselor, Office staff, Cafeteria staff, custodian

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Community and Family Partnership

Goal Statement

Improve and increase the relationship and interactions between school and family/community.

LCAP Goal

Improve family/school/community partnerships

Basis for this Goal

Families are present on the school campus before and after school. School events that occur immediately after school are not well attended. Evening events where food is provided show a marked increase in attendance. It is hoped that increasing the numbers of events will continue to improve the family/school/community partnership.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Additional evening events will increase relationship between family, community and school.	Few evening events are currently offered.	Increase the number of evening events which will increase the number of parents and community members attending. This will improve the partnership and relationship between school and home.

Planned Strategies/Activities

Strategy/Activity 1

Work in partnership with CalSERVES (after school program) towards offering evening events for parents that occur on a monthly or bimonthly basis. For example: Back to School Night, Literacy Night, Math Night, Hawkfest, Game Night, Cool School performances-Talent Show, Multicultural Event (after school program), Weekend Breakfast/Yard Sale, Open House, Parent Information Nights -digital literacy.

Students to be Served by this Strategy/Activity

All

Timeline

Academic year

Person(s) Responsible

Principal, CalSERVES staff, school staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School attendance

Goal Statement

Increase student attendance

LCAP Goal

Improve school attendance as a means to increase student achievement

Basis for this Goal

State, District and Site data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Site continues to have many students that are chronically absent	Many students are chronically absent in that they take time with their families for vacations	Reduce the numbers of students that are chronically absent by offering alternative means of academic completion

Planned Strategies/Activities

Strategy/Activity 1

Offer additional academic means for students to complete class work during family vacations or emergencies. Continue to utilize A2A, daily contact with parents via personalized telephone calls, reward student attendance. Families will be provided with independent study options implemented by the school site when extensive absences may occur.

Students to be Served by this Strategy/Activity

Students that are chronically absent

Timeline

Academic year

Person(s) Responsible

Principal, office staff, teachers

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

None Specified

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Reading specialist on site to monitor achievement for every K-3 student and provide Tier 2 support.	Implemented as planned	None Specified District Funded	None Specified District Funded
Hire Literacy Paraprofessional for every K-6 classroom	Implemented as planned	None Specified District Funded	None Specified District Funded
Provide instructional assistant for the TK classroom	Implemented as planned	None Specified District Funded	None Specified District Funded
Tier 2 phonemic awareness intervention support provided for grades K-2	Implemented as planned	None Specified District Funded	None Specified District Funded

Analysis

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

The plan was fully implemented and support was provided by the Reading Specialist, Literacy Paraprofessionals to fulfill the strategies and activities as described in the plan.

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

With a Reading Specialist, we were able to closely monitor the progress in reading of students K-3 and implement a Tier 2 intervention program for our most struggling students in grades K-2. Students received services daily and data collection was also maintained by the Reading Specialist and shared collectively with the classroom teachers.

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

DNA

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

Due to staffing changes in 2018-2019, it is not possible for this support to be provided by the Reading Specialist. In addition, Literacy Paraprofessional support has been reduced from 5 employees to 3. This is reflected in the change in support that we are able to provide for our struggling students as indicated in Planned Improvements #1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Students will benefit from consistent behavioral expectations and supports in every classroom

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)	Implemented as stated at the beginning of the academic year	None Specified District Funded	None Specified District Funded
PBIS committee will meet monthly and provide professional development to staff as needed	Implemented as stated. Team meets on an as needed basis and shares information with staff.	None Specified District Funded	None Specified District Funded
PBIS team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award. PBIS team will create slide shows for each area of the school reinforcing expected behaviors.	Implemented as needed. Handbook is updated as the need arises.	None Specified District Funded	None Specified District Funded

Analysis

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

Plan was fully implemented as stated.

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

The staff has fully implemented the PBIS program and uses the SWIS system (program component) to identify areas of struggle. This information is shared with the staff in an as needed basis.

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

DNA

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

This goal has not been brought forward into the 2018-2019 academic year. The only change that was made was that the PBIS team did not report out on a monthly basis unless there was a negative change in student behavior as observed on the playground or classroom.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Students will benefit from consistent academic expectations in every classroom at the same grade level

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Grade level teacher teams will be offered the opportunity to participate in creating the pacing templates	Implemented as stated.	None Specified District Funded	None Specified District Funded
Information and feedback regarding the pacing template will have been solicited from all staff	Implemented as stated. Information was shared via the accordion model.	None Specified District Funded	None Specified District Funded
Professional development and support provided to implement pacing guides at all levels	Professional development occurred during grade level collaborations where grade levels discussed pacing guides, implementations, assessments and agreed upon changes.	None Specified District Funded	None Specified District Funded

Analysis

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

Strategies were implemented as intended.

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

Grade level teams were provided the opportunity to review and update pacing guides and engage in conversations reflecting any changes or updates.

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

DNA

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

This goal was implemented as intended. A goal to deepen the understanding of grade level competencies is in the 2018-2019 SPSA, Planned Improvements Goal #1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Children will be motivated to attend school on a consistent and punctual basis

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop an award system to recognize good attendance	Implemented strategy fully.	None Specified District Funded	None Specified District Funded
Fully implement the A2A attendance tracking system	Implemented strategy fully.	None Specified District Funded	None Specified District Funded
Share out with families through multiple measures the importance of school attendance including conferencing in person and via telephone.	Implemented strategy fully.	None Specified District Funded	None Specified District Funded

Analysis

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

Strategies and activities were implemented as stated above.

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

The above strategies were not effective in positively impacting school attendance. We continue to place in the Chronically Absent (red) area of the California Dashboard.

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

DNA

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

Knowing that the strategies/activities were not effective for the 2017-2018 academic year, this goal will be included in the 2018-2019 SPSA, Planned Improvements # 5.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

None Specified District
Funded

None Specified District
Funded

Analysis

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

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

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

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	750,090
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	517,639.00	517,639.00
Title II Part A: Improving Teacher Quality	72,146.00	72,146.00
Title III Immigrant Education Program	115,000.00	115,000.00
Title III Part A: Language Instruction for LEP Students	6,786.00	6,786.00
Title IV Part A: Student Support and Academic Enrichment	38,474.00	38,474.00

Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Tawny Fernandez	Principal
Dolores Hegwood	Parent or Community Member
Jen Richardson	Parent or Community Member
Dorothy Schroeder	Classroom Teacher
Tony Pennacchio	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2019.

Attested:



Principal, Margaret Jacobson on May 16, 2019



SSC Chairperson, Dolores Hegwood on May 31, 2019

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Bellevue Union School District

Agenda Item for Board Meeting of February 18, 2020

Agenda Category: Action

Agenda Item Title: Consider approval of the SARCS for : Bellevue, Kawana, Meadow View, Taylor Mountain

Prepared By: David Alexander, Ed.D., Superintendent

Background: Bellevue Union School District must publish the SARC annually for every school in the district. This document captures information about the school such as a school description, parent outreach, test scores, building reports, and discipline data. This information is then posted publicly to the CDE website and to the BUSD website for that school.

Recommended Action:
Approval of the SARCS for immediate publication.

Supporting Documents:
School SARCS

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
E-mail Address	ncraig@busd.org
School Website	http://bellevue.bUSD.org/
CDS Code	49706156051585

[District Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Bellevue Union Elementary School District
Street	3150 Education Dr.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5197
Superintendent	David Alexander
Web Site	www.bUSD.org
E-mail Address	dalexander@busd.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Bellevue Elementary School is one of four TK-6 elementary schools in the Bellevue Union School District, nestled in scenic rural southwest Santa Rosa, California. We hold high standards for all our 426 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses the new 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. School-wide, we have created a positive school community, that embraces all the components of a providing our students and staff with a safe, supportive, and responsive environment. Bellevue has a large extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: AmeriCorp/CalSERVES volunteers serving as tutors and after school mentors, and a Transitional Kindergarten Program.

Our credentialed staff includes 16 regular education classroom teachers, a Principal, 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 2 Special Day Class Teachers, 1 Psychologist, and 2 Physical Education Teachers. Our support personnel include an Office Manager, an Office Assistant, a Bilingual Liaison, a part-time Nurse, 5 Special Education Instructional Assistants, 1 Part-time Counselor, 3 Literacy Paraprofessionals, 2 Custodians, 2 Kitchen staff, and 5 Student Supervisors. Bellevue Elementary offers before and after school daycare through AmeriCorps/CalSERVES, an after school Intervention Program. We provide Class Size Reduction (CSR) with class sizes at 24 or lower in grades TK-3. We offer after school chorus, basketball, and science club.

Bellevue Elementary School is committed to creating a challenging learning environment where students seek knowledge through inquiry, are motivated to learn, and achieve behavioral and academic goals. Staff make connections with all students and parents and use these relationships to accomplish individual and school-wide goals.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Parents play an important role in our school community and are formally involved through a myriad of exciting opportunities. We celebrate student successes and invite parents to attend monthly Awards Assemblies, Winter Concert, Talent Show, Science Fair, and Kindergarten and 6th Grade Promotion. Parents are also invited to attend monthly Principal Coffee, Read Across America Day, Back to School Night, Open House and various other special assemblies/events and field trips. We offer parenting workshops and evening educational events such as Literacy Night, Science Night, and Family Math. Parents participate in the governance and support of Bellevue Elementary through service on our School Site Council, our Parent Teacher Organization, the English Language Advisory Committee, and Local Control and Accountability Planning. Parents are also encouraged to volunteer at our school. Parents can assist in the classrooms and/or accompany students on field trips. At Bellevue Elementary School we value our parent community and enjoy working together to benefit our students.

[School Safety Plan \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and was last updated in the spring of 2019 and approved by the School Board Fall 2019. School Safety is discussed at the School Site Council meetings, PTO meetings, and during Certificated and Classified staff meetings. At Bellevue School we believe that student safety is our highest priority.

[School Facility Conditions and Planned Improvements \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 2019 June

This section should be kept to 1-2 paragraphs.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.bUSD.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	21	23	78
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	0	5
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders Reading and language arts program, adopted 2013-2014 Voyager-Sopris Learning - Voyager Passport language arts program for fifth and sixth grade SDC students, adopted 2014-2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill My Math for students in grades Transitional Kindergarten to fifth, adopted 2014-2015 McGraw-Hill Glencoe California Math for students in sixth grade, adopted 2014-2015 McGraw-Hill Number Worlds mathematics program for fifth and sixth grade SDC students, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006-07	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,565	5,524	8,042	73,358
District	♦	♦	8,042	73,358
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,506.64	\$77,619.00
Percent Difference: School Site and State	♦	♦	6.9	-5.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Literacy Paraprofessionals; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; TK Instructional Assistant; Special Education Instructional Assistants; and PE Teachers. Additionally, CalSERVES and Americorps tutors and counselors serve in our classrooms as instructional tutors and after school support staff.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Ongoing professional development is an important part of improving our school program. The school district and Bellevue School provide professional development targeted to raise student performance on the API and AYP. The major improvement efforts this year have focused on English Language Development and ELPAC training. Site leadership team including teachers and principal have participated in the California Principals Support Network to focus on developing and sustaining strong professional learning communities with a collaborative culture. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

California Physical Fitness Test Results (School Year 2018-19)

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3	15.5	32.4

2019 SARC Input Form

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This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Denise McCullough
E-mail Address	dmccullough@busd.org
School Website	http://kawana.busd.org
CDS Code	49706156051593

[District Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Bellevue Union School District
Street	3150 Education Dr.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	(707) 542-5197
Superintendent	David Alexander
Web Site	http://www.busd.org
E-mail Address	dalexander@busd.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Kawana Springs Elementary's mission is to motivate our students to achieve their maximum potential and inspire a love of learning.

We support the Whole Child by ensuring academic and social-emotional success for all students, promoting fluency and literacy in Spanish and English through our growing Dual Language Immersion program, honoring and celebrating multiculturalism, providing enrichment programs that enhance the overall educational experience of our students.

We value respect and caring for each other and our environment, teamwork and positive communication, we model our expectations of our students.

We welcome our community to work together with us to achieve our vision.

Kawana Springs Elementary is a TK-6 elementary school, located in the rural southwest of Santa Rosa. Kawana Springs has a Spanish Dual Immersion program in grades K-3, and will add a consecutive grade level each year until the entire school is Dual Immersion. We have approximately 350 students. Most of our students live one or more miles away, and walk or are transported to and from school by bus. Spanish is the primary language of many of our students, and English only students also attend Kawana in the Dual Immersion program and traditional English program. Kawana has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: approximately 10 AmeriCorp/CalSERVES volunteers serving as tutors and after school teachers, two county special education classrooms, and more.

Our school staff includes a total of 15 credentialed classroom teachers, a principal, and the following support personnel: 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 1 Special Day Class Teacher, 2 Physical Education Teachers and 1 part-time Nurse. We also have 4 Special Education Aides, 1 Technology Technician, a parent Liaison, a Literacy paraprofessional, and office, custodial, yard supervisors, and cafeteria personnel. District support personnel available to the school include: 1 Student Services Director, 1 School Psychologist, and 1 Director of Information and Technology.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Parents play an important role in our school community and are formally involved in Kawana Springs Elementary through the PTO, the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and the LCAP Committee. It is through these organizations that we strive to increase parental involvement and offer parent training workshops. Some parents serve the school as classroom volunteers and many provide assistance for specific school programs, activities or special events. Many families take part in our Family Literacy Nights, Family Math Nights, PTO activities, the Spring Fling Dance, and the Cougarfest and Barbeque. Kawana Springs encourages volunteers in all areas.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan was last updated in fall of 2019 and approved by the BUSD Board.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 2019 July

This section should be kept to 1-2 paragraphs.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.bUSD.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	16	78
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	2	5
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	1

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders, adopted 2013/2014 Maravillas/ Spanish Version of Wonders K-3 Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015 Matematicas/Spanish Version Version of My Math K-3 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014/2015 McGraw-Hill SRA Number Worlds SDC Grades 5- 6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,565	5,524	8,042	73,358
District	♦	♦	8,042	73,358
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,506.64	\$77,619.00
Percent Difference: School Site and State	♦	♦	6.9	-5.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Kawana Springs is fortunate to have the following support personnel. We have Instructional Aides in SDC. We also have a literacy paraprofessional working in our primary classrooms supporting Spanish literacy instruction. In addition, Kawana has one part-time Speech teacher, 1 SDC Teacher, and 1 RSP Teacher. We receive Title I, SIP, and Special Education funding to support our instructional aides and teachers.

We also have several grants which fund our tutoring program and “Cool School,” our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Ongoing professional development is an important part of improving our school program. The major improvement efforts this year have focused on English language development and ELPAC training. A site leadership team including principal and teachers, has been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a Teacher on Special Assignment and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction and training is provided this year on the use of our data management system.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

California Physical Fitness Test Results (School Year 2018-19)

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	31.9	19.1	12.8

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Meadow View Elementary School
Street	2665 Dutton Meadow
City, State, Zip	Santa Rosa, California 95407
Phone Number	(707) 541-3715
Principal	Jean Walker
E-mail Address	jwalker@busd.org
School Website	http://meadowview.busd.org/
CDS Code	49706156115695

[District Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Bellevue Union School District
Street	3150 Education Drive
City, State, Zip	Santa Rosa, CA 95407
Phone Number	(707) 542-5197
Superintendent	David Alexander
Web Site	http://www.busd.org/
E-mail Address	dalexander@busd.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Meadow View Elementary is a school with a vision that states in partnership with our families and communities we will develop innovative and productive leaders tomorrow through a safe school environment supported by our school's safety plan. There is a firm belief that all students can learn and once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. This year we are focusing on innovative Early Literacy and technology programs. We are also participating in the development of area wide content and performance standards in Language Arts and Mathematics.

Meadow View's mission is to provide a positive academic learning environment where all students will be empowered to think creatively and critically.

All classroom teachers are fully credentialed. All staff members are dedicated to nurturing the whole child through a high quality core curriculum. Students with special needs have full access to the core curriculum. This curriculum aligns with the California Common Core Standards.

Meadow View is a K-6 elementary school, located in the rural southwest of Santa Rosa. We have approximately 402 students. We have 15 general education teachers, 1 RSP teacher, 2 intern SDC teachers, 3 literacy paraprofessional and 7 student supervisors. Many of our students live one or more miles away, and are transported to and from school by bus. Spanish is the primary language of most of our students. Meadow View has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including AmeriCorp/CalSERVES volunteers serving as tutors and after-school teachers.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Parents play an important role in our school community and are formally involved through the School Site Council, the English Language Advisory Committee, Local Control and Accountability Plan, Parent Teacher Association and participation in Town Hall Meetings. We offer evening educational events such as Literacy Night, Math Nights, Movie Nights, Choir performances, Back to School Night and Open House. Our community can also attend fun evening events such as, "Design Your Dreams" night, "Food Fest," Science Fairs and sporting events. The newest event we have added through parent input is a family Bbq prior to Back to School Night and Open House.

Parents are also encouraged to volunteer at our school. Parents can assist in the classrooms, or accompany students on field trips. At Meadow View School we value our parents and community and enjoy working together to benefit our students.

[School Safety Plan \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and was last updated in the Fall of 2019 and approved by the School Board. School Safety is discussed at the School Site Council meetings, PTA meetings, and during Certificated and Classified staff meetings. At Meadow View School we believe that student safety is our highest priority.

[School Facility Conditions and Planned Improvements \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 2019 June

This section should be kept to 1-2 paragraphs.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.bUSD.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Exemplary	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	20	20	78
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	2	5
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	2	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-2 SDC, adopted 2014-2015	Yes	0
Mathematics	McGraw-Hill My Math TK-5, adopted 2015-2016 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-2, adopted 2014 - 2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,565	5,524	8,042	73,358
District	♦	♦	8,042	73,358
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,506.64	\$77,619.00
Percent Difference: School Site and State	♦	♦	6.9	-5.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Meadow View School provides students with the following services to support and enhance classroom instruction; Resource Specialist Teacher; Special Day Class Teacher; Academic Support Coach; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse, Special Education Aides; PE teachers for K-6. Literacy Paraprofessionals in each class support instruction in English/Language Arts.

Meadow View has an extended-day Kindergarten program designed to meet the personal social growth and academic needs of our newest students. While the AmeriCorps/Cool School Program provides after-school academic remediation with a strong homework component, Literacy Tutors is a student push-in program

providing language arts and reading support. Both programs utilize university students trained to provide these services in conjunction with local and federal grants.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Meadow View School provide professional development targeted to raise student performance on the CAASPP. The major improvement efforts this year have focused on English language development, and ELPAC training. Site leadership team including principal and teachers have been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a teacher on special assignment and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

California Physical Fitness Test Results (School Year 2018-19)

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.4	15.9	17.5

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Margaret Jacobson
E-mail Address	mjacobson@busd.org
School Website	taylormountain.busd.org
CDS Code	49706150113506

[District Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Bellevue Union School District
Street	3150 Education Dr.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-5197
Superintendent	David Alexander
Web Site	www.busd.org
E-mail Address	dalexander@busd.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Taylor Mountain Elementary School, established in 2007, is the newest transitional Kindergarten through Sixth grade elementary school in the Bellevue Union School District. Taylor Mountain Elementary School sits next to an open field, a creek and Taylor Mountain. It is a beautiful school setting in beautiful Sonoma County. The mission statement or 'why' for Taylor Mountain Elementary School and our school community is to give students what they need. The entire staff works diligently to provide support for students both academically and socio-emotionally. Taylor Mountain's goal has been to continue the high academic standards set by the district and establish a sense of community. Taylor Mountain is committed to supporting the students it serves academically, emotionally, and physically in a positive and safe school environment. There is firm belief that all students can learn through identifying individual strengths. We are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. Collaboration within the community is an essential part of our school. The students at Taylor Mountain are supported academically and behaviorally as well through our after school program, CalSERVES, serving Kindergarten-6th grade students. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, weekly piano lessons with Move Over Mozart, and special offerings in collaboration with Sonoma Academy.

Expectations are high for students, staff, and the Taylor Mountain community. The staff collaborates on a weekly basis to plan lessons, analyze student assessments and regroup for instruction. The staff is professional, nurturing, and committed to providing to our students the best education possible. A clearly articulated standards-based curriculum is delivered to all students, thus enabling them to reach their potential. Well-defined goals foster creativity and initiate high academic achievement for all. The extensive use of technology is employed to assist with the dis-aggregation and analysis of student test data to guide instruction. In addition, all instructional staff participate in staff development activities focused on instructional strategies and the analysis of student test data. Taylor Mountain continues to make strides in terms of providing technological access for our students. This year students in 3rd-6th grade have 1-1 Chromebook access with grades K-2 having 1:2 Chromebook access.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our PTA, School Site Council and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer evening educational events such as Literacy Night, Math Nights, Movie Nights, Choir performances, Back to School Night and Open House. Many parents serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program, that is offered by CalSERVES, has a multitude of evening events that are well attended by our families. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The current School Safety Plan is now part of the Bellevue Union School District Safety Plan. This plan outlines procedures both general (district wide) and specific (site wide) that are essential in the event of an emergency at all of our school sites. School safety is discussed at school staff meetings and during PBIS (Positive Behavior Intervention and Support) meetings. Parents are kept apprised of important school information through use of Blackboard as well as through the monthly newsletters. Our school behavior program, PBIS, teaches students the appropriate and expected behaviors. Three times each year, the entire school participates in 'Expectation Stations' where students rotate through the different areas of campus (including classrooms) and review the rules and expectations for each area. Positive acknowledgement for expected behavior is given through our use of 'Hawk Hoorays' which are positive acknowledgement certificates that are given to students that are demonstrating behaviors that are safe, responsible and respectful. Weekly drawings of these certificates provides additional acknowledgement and rewards for our students. At Taylor Mountain Elementary School student safety is of the highest priority.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 2019 July

This section should be kept to 1-2 paragraphs.

Cleanliness and maintenance of facilities are extremely high priorities at our school. In the summer of 2018, the HVAC system was completely replaced allowing for heat and air conditioning in all rooms on campus. There are a few buildings (4) that require shingles where the roof ridgeline exists. These are being replaced.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.busd.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Exemplary	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	20	22	78
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	5
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: August 2018

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015	Yes	0
Mathematics	McGraw-Hill My Math K-5 adopted 2014-2015 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science adopted 2006/2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,565	5,524	8,042	73,358
District	♦	♦	8,042	73,358
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,506.64	\$77,619.00
Percent Difference: School Site and State	♦	♦	6.9	-5.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Reading Teacher; Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Literacy paraprofessionals (K-6th); Special Education Aides, Transitional Kindergarten aide.

Taylor Mountain has an extended-day Kindergarten program designed to meet the personal social growth and academic needs of our newest students. While the AmeriCorps/Cool School Program provides after-school academic remediation with a strong homework component, Literacy Tutors is a student push-in program

providing language arts and reading support. Both programs utilize university students trained to provide these services in conjunction with local and federal grants.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Taylor Mountain Elementary provide professional development targeted to raise student performance on the CAASPP. The major improvement efforts this year have focused on English language development, and ELPAC training. Site leadership team including principal and teachers have been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

California Physical Fitness Test Results (School Year 2018-19)

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	34.3	16.4	23.9

Bellevue Union School District

Agenda Item for Board Meeting of February 18, 2020

Agenda Category: Review and Action

Agenda Item Title: 2020 CSBA Delegate Assembly Election

Prepared By: Moriah Hart, Executive Assistant

Background:

BUSD is located in the CSBA Subregion 3-A. This year there is one regional vacancy for CSBA Delegate Assembly. The Board as a whole votes for one candidate on the ballot.

Recommended Action:

It is recommended that the Board of Trustees discuss and approve one delegate.

Supporting Documents:

CSBA memo, ballot and Delegate Assembly Candidate Biographical Sketch Forms.

REQUIRES BOARD ACTION

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **MONDAY, MARCH 16, 2020**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2020 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

(Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2020 – March 31, 2022

**denotes incumbent*

Jeremy Brott (Bennett Valley Union SD)*

Laurie Fong, (Santa Rosa City Schools)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Delegate Assembly Biographical Sketch Form for 2020 election

DUE: Tuesday, January 7, 2020 – no late submissions accepted

Please complete, sign, and date this required biographical sketch form. An optional, ONE-page, single-sided, résumé may also be submitted. Please do not state “see résumé” and do not re-type this form. It is the candidate’s responsibility to confirm that all nomination materials have been received by the CSBA Executive Office, call 800.266.3382 or email at nominations@csba.org.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Laurie Fong **Date:** 12-18-19

Name: <u>Laurie Fong</u>	CSBA Region & subregion #: <u>3A</u>
District or COE: <u>Santa Rosa City Schools, Sonoma COE</u>	Years on board: <u>3</u>
Profession: <u>retired teacher/principal</u> Contact Number (please v <input checked="" type="checkbox"/> Cell <input checked="" type="checkbox"/> Home <input checked="" type="checkbox"/> Bus.): <u>707 975-0832</u>	
*Primary E-mail: <u>lfong@srcs.k12.ca.us</u>	
<small>(*Communications from CSBA will be sent to primary email)</small>	
Are you an incumbent Delegate? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, year you became Delegate: _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As a career educator, serving as a teacher and principal, and now as the President of our Board, I continue to be vitally interested in not just the well-being and educational preparation of those students in our care, but in the policy decisions that dramatically affect them. I am looking forward to engaging in the issues and ideas to help shepherd the high quality environment where LEAs and COEs can thrive and do their best work. My relationships in our community, built over my years in education will serve us well. I plan to be an active, participatory member who continues to learn.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As teacher, then principal in our District schools, I am well acquainted with our community. I ran for my Board seat upon my retirement and am completing my third year on our Board. In all of these years, I have participated and led in our community programs, events, non-profits: mental health, career-technical non-profits/boards, social justice, economic development, RedforEd initiatives for CSBA, Full and Fair Funding, Legislative Action Days, CSBA annual conferences, youth development and just about anything that increased our capacity to serve students and families.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge is the incongruence of demands/expectations/mandates for schools with the resources to accomplish them. These resources include not only money, but time and the mindset that the scope of education of students today is vastly broader and deeper than it was in the 1970s, when our funding changed. California is making decisions that express its values: that our pupils are funded at the very lowest comparative end indicates that our values are elsewhere. The work that CSBA and other educational groups I have been members of before (ACSA, CTA...) is VITAL.



Delegate Assembly Biographical Sketch Form for 2020 election

DUE: Tuesday, January 7, 2020 – no late submissions accepted

Please complete, sign, and date this required biographical sketch form. An optional, ONE-page, single-sided, résumé may also be submitted. Please do not state "see résumé" and do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office, call 800.266.3382 or email at nominations@csba.org.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: December 30, 2019

Name: <u>Jeremy Brott</u>	CSBA Region & subregion #: <u>3-A</u>
District or COE: <u>Bennett Valley Union School District</u>	Years on board: <u>21</u>
Profession: <u>Retired</u>	Contact Number (please check <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>707 548-4226</u>
*Primary E-mail: <u>jeremy.brott@bvusd.org</u>	
(*Communications from CSBA will be sent to primary email)	
Are you an incumbent Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, year you became Delegate: <u>2018</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in serving as a CSBA Delegate because I believe my experience in, and passion for, public education make me an excellent representative for local school boards. CSBA regularly demonstrates its value as an advocate, such as with the Full and Fair Funding initiative. Engaging in, and supporting, CSBA's efforts on our behalf is critical to our success as individual districts. I bring to the position my 21 years of service as a public school trustee, combined with the experience gained from a 30+ year career in municipal human resources. With this background I am able to listen to, synthesize, and articulate district concerns to CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been a member of the Bennett Valley Union School District Board of Trustees for 21 years. I have served as Board President and as a member of the board Policy Committee and the Labor Negotiations team. I have served on the Sonoma County Committee on School Board Organization from 2007 to present. As a CSBA Delegate, I have attended all Delegate Assembly meetings, served as a validator for Golden Bell Award nominations and have volunteered to serve on the CSBA task force on climate change. My community service has included time as a board member of the Bennett Valley Education Foundation.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Schools today face the challenge of meeting the educational needs of a diverse population in an ever more challenging environment. The biggest need is addressing the achievement gap and ensuring that all of our students have the skills needed for success. Funding is a continuing issue, particularly funding for special education and increasing pension costs. Improving state testing and accountability measures so they provide the public and teachers with accurate, relevant, timely and meaningful pupil data will increase the value and return on investment and enhance their effectiveness. CSBA plays a critical role in identifying solutions and advocating for their adoption.

Submit biographical sketch form only once, do not send multiple times. E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA Exec. Office | Attn: DA Elections | 3251 Beacon Blvd., West Sacto, CA 95691 by the deadline: Tues. Jan. 7, 2020.

REQUIRES BOARD ACTION

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **MONDAY, MARCH 16, 2020**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2020 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

(Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2020 – March 31, 2022

**denotes incumbent*

Jeremy Brott (Bennett Valley Union SD)*

Laurie Fong, (Santa Rosa City Schools)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Below are the current Delegates and their terms (as of January 31, 2020).

Subregion 3-A (Sonoma)

Jeremy Brott (Bennett Valley Union SD), term expires 2020
Jenni (Jen) Klose (Santa Rosa City Schools), term expires 2021

Subregion 3-B (Napa)

Indira Lopez (Calistoga Joint USD), term expires 2021

Subregion 3-C (Solano)

Diane Ferrucci (Benicia USD), term expires 2021
David Isom (Fairfield-Suisun USD), term expires 2021
Michael Silva (Vacaville USD), term expires 2020

Subregion 3-D (Marin)

Vacant, term expires 2020

County Delegate:

Gina Cuclis (Sonoma COE), term expires 2021

Counties

Sonoma (Subregion A)
Napa (Subregion B)
Solano (Subregion C)
Marin (Subregion D)

Bellevue Union School District

Agenda Item for Board Meeting of February 18, 2020

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution No 11: Recognizing March as Arts Education Month

Prepared By: Moriah Hart, Executive Assistant

Background:

The California Department of Education encourages districts to annually recognize March as Arts Education Month in California.

California Arts in Education Month celebrates arts education including dance, music, theater, literature, design and various visual arts. These experiences encourage creative learning in children and young adults. A well-rounded education should include the stimulation and creative thinking that the arts help to develop. Recent research is showing students who connect to school through the arts are more likely to be in school, be on time and to graduate! They're also five times less likely to drop out of school! One of our LCAP goals in the further development of our Visual and Performing Arts (VAPA) programming.

Recommended Action:

Review and approve.

Supporting Documents:

Resolution No 11: Recognizing March as Arts Education Month

BELLEVUE UNION SCHOOL DISTRICT
SANTA ROSA, CALIFORNIA
RESOLUTION NO. 11

ESTABLISHMENT OF ARTS EDUCATION MONTH

WHEREAS, Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

WHEREAS, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understandings; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

WHEREAS, many national and state professional arts education associations hold celebrations in March focused on students' participation in the arts; and

WHEREAS, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

WHEREAS, the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*; now

THEREFORE BE IT RESOLVED, by the Bellevue Union School School District, the month of March 2020 is designated as *Arts Education Month*, and that all educational sites be encouraged to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in the district.

David Alexander, Ed.D.
Secretary to the Board of Education

Bellevue Union School District
Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:

Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:

It is recommended the Board ratify these warrants.

Supporting Documents:

Payroll Totals

Board Report of Checks

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1765956	01/17/2020	Kim, Chris J	01-5800	Sonoma State/ Chloe's Catering		523.88
1765957	01/17/2020	Goyer, Siara N	01-5200	Personnel Academy / Danville CA		254.74
1765958	01/17/2020	SYNCB/Amazon	01-4350	DO : Office Supplies Purchases		873.84
1765959	01/17/2020	Citi Cards	01-5800	District Credit Card		5,878.45
1765960	01/17/2020	Center for the Collaborative Classroom	01-4310	Literacy Intervention		4,680.00
1765961	01/17/2020	Discovery Office Systems	01-4310	DO: Service Contract all sites 2019/20		5,366.03
1765962	01/17/2020	Education Hiring Fair	01-5200	2020 Education Hiring Fair		300.00
1765963	01/17/2020	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2019/20	77.75	
				TM: OPEN PO for Supplies	20.62	
			01-4390	Open PO - General Dist Maint 2019/20	25.92	124.29
1765964	01/17/2020	Great America Financial Svcs	01-5950	OPEN PO-Postbase 45 mail machine		136.26
1765965	01/17/2020	MTS Partners Inc	01-4400	ITECH- Toner OPEN PO		263.80
1765966	01/17/2020	Language People	01-5803	Interpreting Services		300.76
1765967	01/17/2020	MHS Inc.	01-4310	Assessment Materials		1,252.18
1765968	01/17/2020	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		158,585.33
1765969	01/17/2020	Office Depot Inc	01-4310	Student Supplies		74.17
1765970	01/17/2020	Pearson Education, Inc	01-4310	Preschool Speech		300.05
1765971	01/17/2020	Pro-ed, Inc.	01-4310	Special Ed Materials		490.60
1765972	01/17/2020	Riverside Assessments LLC	01-4310	Assessment Supplies	624.37	
				Bateria IV Test Kits	2,549.40	
				Special Ed Materials	2,261.05	5,434.82
1765973	01/17/2020	School Health Corporation	01-4390	Open PO Medical Supplies 2019/20		204.08
1765974	01/17/2020	Educators Publishing Service	01-4310	KW: School Supplies		82.10
1765975	01/17/2020	J.M. Stewart Corporation	01-4344	IT parts		125.28
1765976	01/17/2020	Super Duper® Publications	01-4310	Speech Materials		2,100.43
1765977	01/17/2020	Therapro Inc	01-4310	Testing Materials ELC	225.50	
			01-4390	ELC Psychologist	684.20	909.70
1765978	01/17/2020	West County Transportation	01-5833	BV: Field Trip # 24319 & 24320	363.44	
				Field Trip	1,217.88	
				Field Trip # 24684	370.85	
				Field Trip # 25186	273.16	2,225.33
1765979	01/17/2020	WEX BANK	01-4362	DO : Fuel Card		139.54
1767088	01/24/2020	Darlene Ramirez- Lopez	01-5862	Live Scan Service		25.00
1767089	01/24/2020	Todd, Kayla B	13-4390	Tajin Seasoning		4.99
1767090	01/24/2020	Black, Lawrence	01-4350	IT Equipment Supplies		32.64
1767091	01/24/2020	Maram-Mccullough, Denise	01-4310	StaffMtg, Supplies, food		77.20
1767092	01/24/2020	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		250.00

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

ESCAPE ONLINE

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1767093	01/24/2020	Advanced Security Systems-SR	01-5800	BV : Fire Monitoring/ Security System	100.50	
				KW : Fire Monitoring	226.50	
				M&O: Burglar Alarm Monitoring	144.00	
				M&O: Burglar Alarm Monitoring MEDIA & LIBRARY	139.50	
				M&O: Burglary Alarm Monitoring Fee	138.00	
				M&O: ELC Burglar Alarm Monitoring	139.50	
				M&O: KW Burglar Alarm Monitoring	138.00	
				MV : Fire Monitoring	225.00	
				MV: Office Alarm Security	139.50	
				TM : Fire Monitoring	105.00	
			25-5800	M&O: Service Call Repair & Replacement	159.98	1,655.48
1767094	01/24/2020	Advantage Marketing	01-5832	District Resident Cards		2,806.25
1767095	01/24/2020	Alsco (American Linen)	13-5800	Open PO- BV 2019/20	111.55	
				Open PO- MV 2019/20	85.61	197.16
1767096	01/24/2020	SYNCB/Amazon	01-4310	OPEN PO FOR ELC	85.97	
			01-4350	DO : Office Supplies Purchases		
			01-4380	DO : Office Supplies Purchases	79.07	
			01-4390	Sport Equipment	299.03	
			01-5840	ITECH: Supplies 2019/20	5,453.02	
			13-4390	DO : Office Supplies Purchases	143.53	6,060.62
1767097	01/24/2020	Advanced Reproduction Center	01-5800	Open PO-ARC- Copies 2019/20		981.80
1767098	01/24/2020	At Home Nursing Services	01-5100	Nursing Services :M.S		1,722.03
1767099	01/24/2020	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		455.89
1767100	01/24/2020	Banner Enterprises Inc	01-5800	Open PO -Banner Enterprises 2019/20		697.96
1767101	01/24/2020	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2019/20	488.12	
				OPEN PO: TM Food for Food Svc 2019/20	1,057.87	
				OPEN PO: MV Food for Food Svc 2019/20	608.05	2,154.04
1767102	01/24/2020	BWS Distributors	01-5800	Rain Gear 2019/20		147.20
1767103	01/24/2020	California Association Of School Business Officials	01-5200	Attendance Accounting Workshop		890.00
1767104	01/24/2020	Christy White Associates	01-5821	2018/2019 Audit	2,487.50	
			01-9510	2018/2019 Audit	5,837.50	8,325.00
1767105	01/24/2020	Clover Stornetta Farms Inc	13-4715	BV- Student Milk 2019/20	1,059.74	
				KW- Student Milk 2019/20	410.00	
				MV- Student Milk 2019/20	508.50	
				TM- Student Milk 2019/20	1,111.00	3,089.24
1767106	01/24/2020	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable 2019/20	457.30	

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

ESCAPE ONLINE

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1767106	01/24/2020	Coastline Distributors, Inc		OPEN PO- TM - Fruit & Vegetable 2019/20	541.45	998.75
1767107	01/24/2020	Rodney Justin Cook Cook Fire Protection	13-5800	MV--Kitchen Hood Fire Suppression System	201.75	
				TM-Kitchen Hood Fire Suppression System	169.05	370.80
1767108	01/24/2020	Discovery Office Systems	01-4310	Open PO-Service & Supplies 2019/20		1,308.84
1767109	01/24/2020	DK Landscaping	01-5800	M&O: OPEN PO for Landscape service		5,826.00
1767110	01/24/2020	TIAA Commerical Finance	01-5600	DO: Rental Agreement For SF-5130	279.08	
				Lease Agreement for Copiers	1,166.91	1,445.99
1767111	01/24/2020	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM		1,189.44
1767112	01/24/2020	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	142.13	
				KW: OPEN PO for Supplies	168.95	
				Open PO - General Dist Maint 2019/20	112.58	
			01-4390	Open PO - General Dist Maint 2019/20	37.53	461.19
1767113	01/24/2020	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply 2019/20	4,663.00	
				OPEN PO MV Food Supply 2019/20	1,806.59	
				OPEN PO TM Food Supply 2019/20	1,773.89	
			13-5800	CAFE: Food Storage	967.35	9,210.83
1767114	01/24/2020	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites 2019/20		500.00
1767115	01/24/2020	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2019/20		1,310.00
1767116	01/24/2020	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 2019/20		7,862.44
1767117	01/24/2020	Jose M Contreras North Bay Water Systems	01-4370	Open PO - Pump Maint	87.00	
			01-5800	Open PO - Pump Maint	87.00	174.00
1767118	01/24/2020	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2019/20		957.16
1767119	01/24/2020	Pearson Education, Inc	01-4310	Special Ed Material		509.08
1767120	01/24/2020	PG&E	01-5520	Open PO -PG & E 2019/20		204.47
1767121	01/24/2020	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	822.73	
				Open PO for Water bill KW	1,090.98	
				Open PO for Water bill MV	1,131.47	
				Open PO for Water bill TM	2,304.36	5,349.54
1767122	01/24/2020	Educators Publishing Service	01-4310	KW: School Supplies		229.53
1767123	01/24/2020	Sonoma County Office Of Education	01-5862	Open PO-Fingerprinting 2019/20		70.00
1767124	01/24/2020	Sondra M Pierce	01-5800	DO: Contract for Speech and Language Teletherapy		2,449.33
1767125	01/24/2020	SWRCB Accounting Office ATTN: Drinking Water Program	01-5800	DO: Water System 07/01/2019-06/30/2020		1,300.20
1767126	01/24/2020	United Mechanical Inc	01-5800	Failed Compressor		5,358.00

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

ESCAPE ONLINE

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1767127	01/24/2020	Lakshmi Vyakaran Venkat	01-5800	Home Program- S.H 2019/20		776.55
1767795	01/29/2020	Alsco (American Linen)	13-5800	Open PO- KS 2019/20	49.43	
				Open PO- MV 2019/20	85.61	
				Open PO- TM 2019/20	95.51	230.55
1767796	01/29/2020	At Home Nursing Services	01-5100	Nursing Services :M.S		1,722.03
1767797	01/29/2020	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2019/20	688.67	
				OPEN PO: TM Food for Food Svc 2019/20	272.88	
				OPEN PO: MV Food for Food Svc 2019/20	435.35	1,396.90
1767798	01/29/2020	Clover Stornetta Farms Inc	13-4715	BV- Student Milk 2019/20	239.50	
				KW- Student Milk 2019/20	335.50	
				MV- Student Milk 2019/20	267.50	
				TM- Student Milk 2019/20	269.00	1,111.50
1767799	01/29/2020	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable 2019/20	506.60	
				OPEN PO- TM - Fruit & Vegetable 2019/20	334.45	841.05
1767800	01/29/2020	Emerald LLC	01-5800	TSA: J.L	1,049.71	
				TSA: D.W	3,149.13	
				TSA: G.N	1,049.71	
				TSA: J.M	3,254.13	
				TSA: M.G	3,149.13	
				TSA: M.L	1,049.71	
				TSA: R.V	533.61	13,235.13
1767801	01/29/2020	Fishman Supply Co	01-4370	M&O: Custodial Supplies@BV	77.41	
				M&O; Custodial Supplies @ DO	169.55	246.96
1767802	01/29/2020	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply 2019/20	369.07	
				OPEN PO MV Food Supply 2019/20	1,195.56	
				OPEN PO TM Food Supply 2019/20	767.78	
			13-5800	CAFE: Food Storage	16.20	2,348.61
1767803	01/29/2020	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites 2019/20		645.00
1767804	01/29/2020	Preferred Healthcare Staffing	01-5800	Health Services - Staffing Firm		8,000.00
1767805	01/29/2020	Santa Rosa City Schools	13-5100	Open PO-Meals for Kawana 2019/20	14,076.34	
			13-5800	Open PO-Meals for Kawana 2019/20	2,003.66	16,080.00
1767806	01/29/2020	Stacy Allison Rutz	01-5800	Chorus Instructor 2019/2020		700.00
1767807	01/29/2020	Subtronic Corporation	01-5800	M&O: MV Underground Uility Survey	1,648.00	
				M&O: TM Underground Uility Survey	1,751.00	3,399.00
1767808	01/29/2020	Tel-Con Communications	01-5800	Install Cables @ KW		20.00
1767809	01/29/2020	voyager Sopris Learning	01-4310	Curriculum Kits		1,415.46
1767810	01/29/2020	WEX BANK	01-4362	DO : Fuel Card		468.83

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

ESCAPE ONLINE

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1768767	02/05/2020	Gomez, Maria T	01-4390	Mileage Expense		144.45
1768768	02/05/2020	Advanced Security Systems-SR	25-5800	M&O: Service Call Repair & Replacement		110.00
1768769	02/05/2020	AlSCO (American Linen)	13-5800	Open PO- MV 2019/20		85.61
1768770	02/05/2020	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2019/20	837.22	
				OPEN PO: MV Food for Food Svc 2019/20	593.15	1,430.37
1768771	02/05/2020	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable 2019/20		559.90
1768772	02/05/2020	Center for the Collaborative Classroom	01-4310	Literacy Intervention		5,382.00
1768773	02/05/2020	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		72.45
1768774	02/05/2020	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		125.00
1768775	02/05/2020	FedEx	01-5800	DO: Fedex Shipments		44.11
1768776	02/05/2020	Fishman Supply Co	01-4370	M&O: Custodial Supplies@BV		1,190.37
1768777	02/05/2020	Food Equipment Repair Service	13-5800	Open PO-Food Equipment Repair		180.00
1768778	02/05/2020	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	13.79	
			01-4390	Open PO - General Dist Maint 2019/20	76.40	90.19
1768779	02/05/2020	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply 2019/20	636.49	
				OPEN PO MV Food Supply 2019/20	1,160.33	1,796.82
1768780	02/05/2020	Grainger	01-5800	Open PO:Maintenace Supplies 2019/20		30.42
1768781	02/05/2020	I.T.S.	01-5800	Individual Counseling & Guidance Services		689.70
1768782	02/05/2020	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2019/20		9,000.00
1768783	02/05/2020	Office Depot Inc	01-4310	TM: School Order 2019/20	65.95	
			01-4350	OPen PO- District Office Supplies	338.09	404.04
1768784	02/05/2020	Rexel USA, INC Platt Electric Supply	01-5800	M&O: Light Mgmt System		249.65
1768785	02/05/2020	Recology Sonoma Marin	01-5560	BUS BARN: -Garage 2019/20		1,267.25
1768786	02/05/2020	Marylou Herrera DBA Red Light Learning	01-5803	Translation Services		221.65
1768787	02/05/2020	Rincon Valley School District	01-5800	DO: APE Services 2019/20		16,037.00
1768788	02/05/2020	Santa Rosa, City Of	01-5560	Open PO for Water bill MV		120.00
1768789	02/05/2020	Stern, Matt	01-5800	Violin Instruction		465.45
Total Number of Checks					103	359,617.75

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	82	158,406.79
12	Child Development Fund	1	158,585.33
13	Cafeteria Fund	20	42,355.65
25	Capital Facilities Fund	2	269.98

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

ESCAPE ONLINE

Checks Dated 01/16/2020 through 02/13/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	103		359,617.75
			Less Unpaid Tax Liability			.00
			Net (Check Amount)			359,617.75

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

ESCAPE ONLINE

Bellevue Union School District

2019-2020

Payroll Totals

Payroll Regular 1/31/2020

Certificated	\$699,719.63
Classified	<u>\$264,684.90</u>
	\$964,404.53

Supplemental Payroll 1/7/2020

Certificated	\$ 14,907.00
Classified	<u>\$ 8,429.92</u>
	23,336.92

Manual Payroll 1/17/2020

Certificated	\$ 0.00
Classified	<u>\$ 0.00</u>
	\$

Totals	\$987,741.45
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Bellevue Union School District

Consent Calendar for Board Meeting of February 18, 2020

7. Consent Calendar

- 7.1. Board Meeting Minutes
 - 7.1.1. Regular Board Meeting Minutes January 21, 2020
- 7.2. 2019-20 Certificated Seniority List
- 7.3. 2019-20 Classified Seniority List
- 7.4. Acknowledge Donations/Grants
 - 7.4.1. Community Foundation Sonoma County \$1,250 from the Kawana Springs Student Support Fund for Mr. Music Percussion at Kawana Springs
 - 7.4.2. Community Foundation Sonoma County \$6,655 from the Kawana Springs Student Support Fund for Outdoor Ed at Kawana Springs
 - 7.4.3. Moriah Hart - Violin to the BUSD Violin Program
- 7.5. Personnel Activity Log

Recommended Action:

It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:

Backup documentation for each item on the Consent Calendar.

BUSD January 21, 2020 Board Meeting Minutes

1. Open Session 5:30 P.M.

1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:35 by Trustee Adele Walker, at the Meadow View Elementary School MPR.

1.2. Public Comment On Closed Session: N/A

2. Adjourn To Closed Session: 5:36 P.M.

2.1. Closed Session Agenda

2.1.1. Public Employment §54957

3. Reconvene To Regular Session: 6:15 P.M.

3.1. Flag Salute: Jean Walker led the flag salute.

Members Present: Adele Walker, Stephanie Merrida-Grant, Lisa Reyes and David Alexander

Members Absent: John Jarvis, Jamie Padilla

Late Arrivals: None

Early Departures: None

District Office Staff Present: David Alexander, Moriah Hart, Tracy Whitaker, Chris Kim, Roger Farrell

Others Present: See Sign in Sheet

3.2. Consider Agenda Adjustment NA

3.3. Public Comment: NA

4. Informational Items

4.1. Overview of Student Services, Tracy Whitaker, Director of Student Services

5. Action

BUSD January 21, 2020 Board Meeting Minutes

- 5.1. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved the FY 2018/19 Audit Findings by Christy White and Associates

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.2. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved the CSEA “Sunshine” Letter Declaring Negotiation Openers for 2019-2020

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.3. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the BUSD “Sunshine” letter Declaring Negotiation Openers with CSEA for 2019-2020

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.4. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved the Provisional Internship Permit (PIP) for Erica Narez, Dual Immersion 1 & 2 Combo Class at Kawana Springs in 2019-20 School Year

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.5. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the Updated Procurement Procedures for Child Nutrition Programs

Action: Approved

BUSD January 21, 2020 Board Meeting Minutes

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.6. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved the Updated Code of Conduct for Child Nutrition Programs

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.7. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the Superintendent's Employment Agreement

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.8. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved Resolution No 9, Amended Joint Powers Agreement (JPA) and Bylaws between the Redwood Empire Schools Insurance Group (RESIG) & the Bellevue Union School District (BUSD)

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.9. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the Emergency Closure Resolution by the North Bay Children's Center (J13-A)

Action: Approved

Vote	3	Ayes
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BUSD January 21, 2020 Board Meeting Minutes

	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.10. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved Resolution No 10, Establishing a Checking Account at Exchange Bank to house Public Donations Supporting BUSD's 2020 Bond Measure

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.11. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the Sonoma County Multi-District Interdistrict Attendance Agreement 2020-21 through 2024-25

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.12. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved the Williams Quarterly Uniform Complaint Report Summary (October 1-December 31, 2019)

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

- 5.13. Ratification of Bills and warrants

Payroll Regular 12/30/2019

Certificated	\$1,032,770.01
Classified	\$ 397,403.83
	\$1,430,173.84

BUSD January 21, 2020 Board Meeting Minutes

Supplemental Payroll 12/10/2019

Certificated	\$ 12,201.42
Classified	<u>\$ 12,126.52</u>
	\$ 24,327.94

Totals \$1,454,501.78

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	909,720.75
09 SPA Charter	234.37
12 Child Dev Fund	95,429.61
13 Cafeteria Fund	46,234.97
21 Building Fund	<u>70,395.00</u>
Total Payables	\$1,122,014.70

On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board ratified the Bills and Warrants.

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

6. Consent Calendar

6.1. Board Meeting Minutes

6.1.1. Regular Board Meeting Minutes December 10, 2019

6.1.2. Special Board Meeting December 17, 2019

6.2. Surplus Technology Equipment

6.3. Personnel Activity Log

On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, , the Board approved the Consent calendar

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: John Jarvis, Jamie Padilla

BUSD January 21, 2020 Board Meeting Minutes

7. Reports

7.1. California School Employees Association, Chapter 501

Jenn Spain, CSEA President, thanked the board for their dedication to the district and introduced the current CSEA Leadership Team: Teresa Gomez, Vice President, Donna Rinnels, Communications, Jenna Hill, Treasurer, Amy Flores, Secretary.

7.2. Bellevue Education Association

Tiffany Kampmann, BEA President, wished everyone a Happy New Year. She mentioned exciting events and opportunities having recently returned from a conference in Las Vegas teaching collective bargaining with respect. She feels very strongly that respecting one another will assist all to reach their goals. She mentioned 2020 is an election year for several board members and a good time to renew positive relationships between BEA and Board Members, relationships are essential to success. As president she meant to bring the sunshine letter to this Board meeting, but said it's a daunting task and they're working on it. She mentioned she's a fledgling president with a steep learning curve. The last EERC meeting was 1/29/2020. She thanked the District Office staff for being so easy to work with and keeping the lines of communication open to resolve issues without drama.

7.3. Principal Reports

Denise McCullough, Kawana Principal, thanked the Board and Dr. Alexander for focusing on high levels of learning and enrichment for students. Principals continue to participate in the PLC networking/training in Ukiah. There are two more PLC sessions this year. What do we want our students to learn? If everything is important, nothing is. How will we know when students have learned what we are teaching them? We're creating a teacher survey on current student assessments. We are moving forward with ELPAC testing. Upper grades are primarily testing on computers, lower grades are 1:1 with testers.

Chorus has begun again at all sites for 4-6 graders. Boys basketball games have begun. Site Spelling Bees are taking place. Sites are gearing up for the District Wide Science Fair on February 26th at Meadow View. Bellevue and Kawana are celebrating Kindness Week. Kawana held a family literacy meeting. Bellevue has had awards assemblies. Meadow View will have their annual Father Daughter Sweetheart dance in February. Taylor Mountain and Kawana are hosting a parent's night out.

7.4. Board Reports/Board Items

Lisa Reyes wished everyone a Happy New Year

Stephanie Merrida-Grant echoes the Happy New Year and hoped everyone had a good break and mentioned we're in the down-hill sprint to the end of the year. She said she appreciated the hard work everyone does. And wanted to remind everyone to reach out to her if we have families in need as her program has money to support our homeless students.

BUSD January 21, 2020 Board Meeting Minutes

Adele Walker also wished everyone a Happy New year and then thanked the Business Department, acknowledging that it wasn't easy to get all of the raises into the system before the end of the calendar year.

7.5. Superintendent Report

7.5.1. Enrollment/Attendance

Superintendent David Alexander, Ed.D. shared his appreciation of everyone at the Board Meeting, reiterating we have the right staff and team to move the educational program forward for our students and four strong instructional leaders in the principals.

He reminded the audience about the upcoming Measure C to meet facility needs and that we're in the middle of the next three year LCAP cycle. The new LCAP the state rolled out requires us to be more specific for students with the greatest needs. Our first LCAP meeting was last Friday and the group did some great work, it connected with the work we have already completed and helps us move forward.

8. Planning

February 18, 2020	Regular Board Meeting	5:30pm	BUSD District Office
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Open Session Adjournment Time: 7:08pm

Respectfully Submitted,

By David Alexander Ed.D.
Secretary to the Board and
District Superintendent

Board Signature: _____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday January 21, 2020
Sign-in Sheet

Name	School Site/Community Member
1 Teresa Gomez	DO / CSEA
2 Peter Farrell	BUSA
3 Stacy Whitaker	BUSD
4 Jenn Spain	Bellvue / CSEA
5 Leon Walker	MV - Principal
6 Meryll	TM - Principal
7 Tiffany Thompson	TM BEA
8 Anna Ruvie	MV / CSEA
9 Nina Cruz	BV
10	
11	
12	
13	
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19	
20	
21	
22	

**BELLEVUE UNION SCHOOL DISTRICT
CERTIFICATED SENIORITY LIST
2019-2020**

<u>Seniority Placement</u>	<u>Last Name</u>	<u>First Name</u>	<u>Seniority Date</u>	<u>Status</u>	<u>Assignment</u>	<u>School</u>	<u>Credentials</u>
1	Menth	Martha	09/01/88	Perm	6	KS	Multiple Subject (Clear); Certificate of Completion of Staff Development
2	Rohner	Jeanette	08/30/90	Perm	K	TM	Multiple Subject (Life); Certificate of Completion of Staff Development
3	Mulligan-Hirsch	Susan	11/01/90	Perm	RSP	BV	Education Specialist Instruction w/ ELA1 (Clear); Multiple Subject (Clear); Single Subject (Social Science) (Clear)
4	Corwin	Karen	08/28/96	Perm	K	MV	Multiple Subject (Clear); CLAD
5	Diaz	Sophia	09/27/96	Perm	3	MV	Multiple Subject (Clear); CLAD
6	Bethel	Suzanne	01/23/97	Perm	2 & 3	MV	Multiple Subject (Clear); CLAD
7	Jensen	Linda	08/27/97	Perm	1	TM	Multiple Subject (Clear); CLAD
8	Wilson	Juliet	11/03/97	Perm	3	MV	Multiple Subject (Clear); Certificate of Completion of Staff Development
9	Anderson	Suzanne	01/26/98	Perm	6	MV	Multiple Subject (Clear); CLAD
10	Boyce	Caroline	08/26/99	Perm	1	BV	Multiple Subject (Clear); CLAD
11	Close	Margaret	08/26/99	Perm	2 & 3	TM	Multiple Subject w/ ELA1 (Clear)
12	Kampmann	Tiffany	08/26/99	Perm	3	TM	Multiple Subject (Clear); CLAD
13	McDaniel	Sally	08/26/99	Perm	TOSA	DW	Multiple Subject (Clear); CLAD
14	Jenner	Shirley	10/01/99	Perm	1	MV	Multiple Subject (Clear); CLAD
15	Lewis	Gina	08/24/00	Perm	3	BV	Multiple Subject w/ ELA1 (Clear)
16	McVey	Patricia	08/30/01	Perm	RSP	TM	Multiple Subject (Clear); Specialist Instruction Credential in Special Education (Clear); Certificate of Completion of Staff Development
17	Gerke	Stephanie	08/30/01	Perm	1	BV	Multiple Subject w/ ELA1 (Clear)
18	Wilson	Christopher	08/30/01	Perm	2	TM	Multiple Subject w/ ELA1 (Clear)
19	Slayback	Kristine	09/19/01	Perm	1	TM	Multiple Subject w/ ELA1 (Clear)
20	Pennacchio	Antonio	08/29/02	Perm	5	TM	Multiple Subject w/ ELA1 (Clear)
21	Frydenlund (Doolittle)	Greta	12/15/03	Perm	4	BV	Multiple Subject w/ ELA1 (Clear)
22	Evans	Kelly	08/26/04	Perm	6	TM	Multiple Subject w/ ELA1 (Clear)
23	McMurtrie	Julie	11/01/04	Perm	4	TM	Multiple Subject w/ ELA1 (Clear)
24	Simpson	Natascha	08/25/05	Perm	2	BV	Multiple Subject w/ ELA1 (Clear)
25	Schroeder	Dorothy	08/17/06	Perm	4	TM	Multiple Subject w/ ELA1 (Clear)
26	MacLean	Amber	08/17/06	Perm	2	BV	Multiple Subject w/ ELA1 (Clear)
27	Campbell-Sapp	Cheryl	08/17/06	Perm	4	MV	Multiple Subject w/ ELA1 (Clear)
28	Craig	Nina	08/17/06	Admin	Principal	BV	Multiple Subject w/ ELA1 (Clear); Administrative Services (Clear)

**BELLEVUE UNION SCHOOL DISTRICT
CERTIFICATED SENIORITY LIST
2019-2020**

29	Albritton	Susan	08/16/07	Perm	6	MV	Multiple Subject w/ ELA1 (Clear)
30	Sandhu	Kulbir	08/16/07	Perm	2	MV	Multiple Subject w/ ELA1 (Clear)
31	Duval	Jacinda	08/14/08	Perm	4	MV	Multiple Subject (Clear); CLAD
32	Leroy	Kathleen	08/14/08	Perm	1	MV	Multiple Subject w/ ELA1 (Clear); Single Subject w/ ELA1 (Foundational-Level Mathematics) (Clear)
33	King	Celeste	08/14/08	Perm	TK	BV	Multiple Subject w/ ELA1 (Clear)
34	McGuire-Ramirez	Kelly	08/14/08	Perm	5 & 6	BV	Multiple Subject w/ ELA1 (Clear)
35	Grenier	Angela	08/14/08	Perm	K	BV	Multiple Subject w/ ELA1 (Clear)
36	Ballard	Shelby	08/14/08	Perm	K	BV	Multiple Subject w/ ELA1 (Clear)
37	Bridges	Ashley	08/16/10	Perm	3/ 1 & 6	TM/ BV	Multiple Subject w/ ELA1 (Clear)
38	O'Brien	Rosalba (Rosie)	08/16/10	Perm	2	TM	Multiple Subject w/ ELA1 (Clear)
39	Toller	Kim	08/16/10	Perm	6	BV	Multiple Subject w/ ELA1 (Clear)
40	Wilson	Bethany	08/01/11	Perm	K	MV	Multiple Subject (Clear); CLAD
41	Fitzgerald (-Dimsho)	Kelly	08/15/11	Perm	3	TM	Multiple Subject w/ ELA1 (Clear)
42	Crawford	Benita	08/15/11	Perm	2	MV	Multiple Subject w/ ELA1 (Clear)
43	Hansen	Rebekah	08/15/11	Perm	5	TM	Multiple Subject w/ ELA1 (Clear)
44	Toth	Michelle	08/16/12	Perm	SDC	KS	Multiple Subject (Clear); Specialist Instruction Credential in Special Education (Clear); CLAD
45	Goodin	Sarah	08/15/13	Perm	5	MV	Multiple Subject w/ ELA1 (Clear)
46	Logsdon	Stacey	08/15/13	Perm	3	BV	Multiple Subject w/ ELA1 (Clear)
47	Inge	Laura	08/04/14	Perm	PE	MV/BV	Single Subject w/ ELA1 (Physical Education) (Clear)
48	Solbakken	Amber	08/04/14	Perm	6	TM	Multiple Subject w/ ELA1 (Clear)
49	Johnstone	Ellana	08/10/15	Perm	5	MV	Multiple Subject w/ ELAM (Clear)
50	Saechao	Ata	08/10/15	Perm	PE	MV/BV	Single Subject w/ ELAS (Introductory Mathematics & PE) (Clear)
51	Walker	Genevieve	08/10/15	Perm	4 & 5	KS	Multiple Subject w/ ELA1 (Clear)
52	DesChenes	Mary	08/10/15	Perm	K	TM	Multiple Subject (Clear); CLAD
53	Ryan-Donahue	Maura	08/09/16	Perm	PSYCH	DW	Pupil Personnel Services (Clear)
54	Byers-Gith	Shari	08/09/16	Perm	PSYCH	DW	Pupil Personnel Services (Clear)
55	Duarte	Jennifer	08/16/16	Perm	1 (DI)	KS	Multiple Subject w/ BSAP (Clear)
56	Davey	Richard	08/16/16	Perm	PE	KS/TM	Single Subject w/ ELA1 (PE & Introductory Business) (Clear)
57	Brown	Hugh	08/16/16	Perm	5	KS	Multiple Subject w/ ELAM (Clear)
58	Peterson	Mia	08/16/16	Perm	4	KS	Multiple Subject w/ ELA1 (Clear)
59	Simmons	Joshua	08/16/16	Perm	SDC	BV	Education Specialist Instruction w/ ELA1 (Level II)
60	Gomez	Patricia	08/16/16	Perm	1 (DI)	KS	Multiple Subject w/BASP (Clear)

**BELLEVUE UNION SCHOOL DISTRICT
CERTIFICATED SENIORITY LIST
2019-2020**

61	Ramsey	Colin	08/16/16	Perm	4	BV	Multiple Subject w/ ELAM (Clear)
62	Brito	Christine	08/09/17	Perm	SPEECH	MV	
63	Edson	Kathryn	08/14/17	Perm	SDC	TM	Multiple Subject (Clear); Education Specialist Instruction w/ ELA1 (Level II)
64	Reidelbach	Kristine	08/14/17	Perm	RSP	MV	Multiple Subject (Clear); Education Specialist Instruction (Clear); CLAD
65	Furner	Brianna	08/14/17	Perm	SDC	ELC	Education Specialist Instruction w/ ELAE (Clear)
66	Soriano Castellanos	Wuelby	08/14/17	Perm	K (DI)	KS	Multiple Subject w/ ELAM (Clear); Bilingual Authorization Permit (Emergency)
67	Ward	Anne	08/14/17	Perm	SDC	BV	Education Specialist Instruction w/ ELAE (Preliminary)
68	Berat	Marie-Jeanne	08/09/18	Prob II	SPEECH	DW	Clinical or Rehabilitative Services (Clear)
69	Duncan	Laurel	08/13/18	Prob II	K (DI)	KS	Multiple Subject w/ ELAM (Preliminary)
70	Crawford	Andrew	08/16/18	Prob II	5	BV	Multiple Subject w/ ELAM (Clear)
71	Maram-McCullough	Denise	07/01/19	Admin - YEAR 1	Principal	KS	Multiple Subject w/ BCLAD (Clear); Administrative Services (Clear)
72	Whitaker	Tracy	07/01/19	Admin - YEAR 1	Cert. Director	DW	Education Specialist Instruction w/ ELA1 (Level II); Administrative Services (Clear)
73	Jacobson	Margaret	07/01/19	Admin - YEAR 1	Principal	TM	Multiple Subject (Clear); Administrative Services (Preliminary); CLAD
74	Walker	Jean	07/01/19	Admin- YEAR 1	Principal	MV	Multiple Subject w/ ELA1 (Clear); Administrative Services (Preliminary)
75	Brooke	Judith	08/08/19	Prob I	SPEECH	DW	Clinical or Rehabilitative Services (Clear)
76	Gould	Christine	08/12/19	Prob I	3 (DI)	KS	Multiple Subject w/ ELA1 (Clear); BCLAD
77	Rosaschi	Emma	08/12/19	Prob I	6	BV	Multiple Subject w/ ELAM (Clear)
78	Griffith	Sarah	08/12/19	Prob I	1 & 2	BV	Multiple Subject w/ ELA1 (Clear)
79	Angeli	Laurel	08/12/19	Prob I	5 & 6	KS	Multiple Subject w/ ELA1 (Clear)
80	Trombetta	Joseph	08/12/19	Prob I	PE	KS/TM	Single Subject w/ ELAS (PE & Sociology) (Clear)
81	Hackelman	Erica	08/12/19	Prob I	2	KS	Multiple Subject w/ ELAM (Preliminary)
82	Hausner (Furch)	Sara	08/12/19	Prob 0	RSP	KS	Multiple Subject (Clear); Education Specialist Instruction (Intern); CLAD
83	Crawford	Cassandra	08/12/19	Prob 0	SDC	TM	Multiple Subject (Preliminary); Education Specialist Instruction w/ ELAE (Intern)
84	Sferra	Gina	08/12/19	Prob 0	SDC	MV	Education Specialist Instruction w/ ELAE (Intern)
85	Sosa	Vicente	08/12/19	Prob 0	SDC	MV	Provisional Internship Permit (PIP)
86	Sobrero	Jennifer	08/19/19	Prob I	SPEECH	DW	Clinical or Rehabilitative Services (Clear)
87	Carrillo	Juan	09/01/19	Prob 0	2	KS	Short-Term Staff Permit w/ ELAM
88	Aiwohi	Tanya	10/14/19	Prob I	TK/K	TM	Multiple Subject w/ ELA1 (Clear)

* Seniority Date is the first day of paid service, probationary status

**BELLEVUE UNION SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST
2019-2020**

Classified Seniority List by Range and Position

Ranges and Positions
RANGE 5
Instructional Assistant
Child Care Assistant
Student Supervisor Aide
Dishwasher

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Instructional Assistant</u>		
1 Lingron, Victoria	5	11/21/77
2 Wheeler, Lisa	5	10/01/86
3 Velliquette, Diane	5	09/14/90
4 Collingwood, Terra	5	10/01/96
5 Faulconer, Corinne	5	10/13/97
6 Peoples, Ana	5	11/01/98
7 Jaramillo, Peter	5	10/01/99
8 Roman, Lori	5	11/01/00
9 Cuevas, Rosa	5	12/01/03
10 Everson, Amber	5	10/01/05
11 Rinnels, Donna	5	10/01/07
12 Chambers, Sandra	5	09/01/11
13 Hill, Jenna	5	12/01/11
14 Ramirez, Blanca	5	11/02/12
15 DeMello, Gabrielle	5	08/20/13
16 Estrada, Angelina	5	08/15/18
17 Corrales, Erika	5	01/07/19
18 Spain, Jennifer	5	10/03/19

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Child Care Assistant</u>		
1 Wheeler, Lisa	5	08/31/94
2 Faulconer, Corinne	5	08/27/99
3 Collingwood, Terra	5	09/01/00

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Student Supervisor Aide</u>		
1 Lingron, Victoria	5	09/30/82
2 Wheeler, Lisa	5	10/01/86
3 Velliquette, Diane	5	09/14/90
4 Collingwood, Terra	5	10/01/96
5 Peoples, Ana	5	11/01/98
6 Faulconer, Corinne	5	09/01/98
7 Roman, Lori	5	11/01/00
8 Everson, Amber	5	10/01/05
9 Williams, Michelle	5	02/01/07
10 Hernandez, Maria	5	08/17/07
11 West, Carolyn	5	08/17/07
12 Ramirez, Blanca	5	08/27/07
13 Rinnels, Donna	5	10/01/07
14 Bradley, Susana	5	08/29/08
15 Jaramillo, Peter	5	08/14/09
16 Schubert, Suzanne	5	08/14/09
17 Cuevas, Rosa	5	08/14/09
18 Hill, Jenna	5	02/01/10
19 Cervantes, Maria	5	09/01/10
20 Simonson, Mindy	5	04/01/11
21 Leon, Hope	5	08/16/11
22 Chambers, Sandra	5	09/01/11
23 DeMello, Gabrielle	5	10/01/12
24 Hass, Amber	5	12/03/12
25 Hernandez, Paula	5	04/08/13
26 Estrada, Angelina	5	01/06/14
27 Valdovinos, Evelia	5	08/05/14

**BELLEVUE UNION SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST
2019-2020**

28 Salguero Ortiz, Sandra	5	10/23/14
29 Miron, Kristie	5	10/22/15
30 Spain, Jennifer	5	02/18/16
31 Gonzalez, Rosa	5	08/16/16
32 Ruiz, Anita	5	08/16/16
33 Mondragon, Octavio	5	12/05/16
34 Morales Parra, Maria D	5	03/01/17
35 Oliveros, Silvia	5	08/28/17
36 Gomez-Alcala, Kailani M	5	09/06/17
37 Lujano, Lorena	5	04/18/18
38 Becerra De Salazar, Agueda	5	08/27/18
39 Lampear, Michael	5	09/10/18
40 Maples, Melissa	5	09/17/18
41 Clements, Jeremiah	5	09/18/18
42 Giron, Ana	5	10/02/18
43 Corrales, Erika	5	10/22/18
44 Banuelos Sanchez, Erika	5	02/26/19
45 Ramirez, Natali	5	08/12/19
46 Fitz Castaneda, Griselda	5	10/09/19
47 Ibarra Lopez, Jaqueline	5	10/10/19
48 Forster, Christine	5	11/04/19
49 Xool, Eloisa	5	12/16/19
50 Arenas, Diana	5	01/06/20

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Dishwasher</u>		
1 Kerkhof II, William	5	08/16/16
2 Becerra De Salazar, Agueda	5	09/01/16
3 Hass, Amber	5	10/11/16
4 Roman, Lori A	5	11/13/18
5 Nyberg, Bryan	5	08/22/19

RANGE 6 Bilingual Instructional Assistant

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Bilingual Instructional Assistant</u>		
1 Peoples, Ana	6	12/06/00
2 Ramirez, Blanca	6	08/27/07

RANGE 7 Health Assistant 1 Inst. Assoc. Reading SELPA Instructional Assistant Special Ed. Assistant
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<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Health Assistant 1</u>		
1 Bradley, Susana	7	11/01/07
2 Cuevas, Rosa	7	08/14/08
<u>Special Ed Assistant</u>		
1 Lingron, Victoria	7	12/01/77
2 Wheeler, Lisa	7	09/01/94
3 Faulconer, Corinne	7	09/01/02
4 Schubert, Suzanne	7	08/29/03
5 Carlson, Zina	7	12/01/06
6 Collingwood, Terra	7	08/15/14
7 Carrillo, Savannah	7	08/16/16
8 Chavez, Jennifer	7	08/16/16
9 Reyes, Gloria	7	08/16/16
10 Rivas, Joyce	7	08/16/16
11 Ortiz Lopez, Miriam	7	09/08/16
12 Morales Parra, Maria	7	12/12/16

**BELLEVUE UNION SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST
2019-2020**

13 Ramirez, Natali	7	03/09/17
14 Killilea, Dale	7	08/18/17
15 Angeles, Alicia	7	08/29/17
16 Fronce, Michelle E	7	11/13/17
17 Stong, Christopher	7	10/14/19

RANGE 8
Kitchen Operator

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Kitchen Operator</u>		
1 Faulconer, Corinne	8	10/13/97
2 Roman, Lori	8	11/01/00
3 Mondragon, Ildefonso	8	10/01/02
4 West, Carolyn	8	08/17/07
5 Hass, Amber	8	03/01/14
6 Hernandez, Paula	9	08/14/17
7 Becerra De Salzar, Agueda	8	02/05/18

RANGE 9
Food Service Cashier

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Food Service Cashier</u>		
1 Everson, Amber	9	01/01/08
2 Rinnels, Donna	9	08/14/09

RANGE 11
Health Assistant II

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Health Assistant II</u>		
1 Faulconer, Corinne	11	08/01/99
2 Collingwood, Terra	11	08/31/01
3 Williams, Michelle	11	02/01/08

RANGE 13
Bilingual/ ESL Specialist
Head Child Care Center Operator
Full Inclusion Instructional Assistant
English Learner Technician

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Bilingual 1A - Specialist</u> (Bilingual Position)		
1 Peoples, Ana	13	11/21/98
<u>Head Child Care</u>		
1 Lingron, Victoria	13	11/21/77
2 Wheeler, Lisa	13	11/02/98
<u>Full Inclusion Instructional Assistant</u>		
1 Leon, Hope	13	10/01/98
2 Williams, Michelle	13	08/14/09
<u>English Learner Service Technician</u> (Bilingual Position)		
1 Ramirez, Blanca	13	08/17/10
2 Bradley, Susana	13	08/17/10

RANGE 14
Health and Wellness Coord.
Parent Liaison
Program Secretary
School Office Assistant
School Nurses Assistant

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Parent Liaison</u>		
1 Bradley, Susana	14	08/05/14
2 Ramirez, Blanca	14	08/05/14
3 Flores Casares, Amy	14	08/14/17
4 Ramirez, Natali	14	08/12/19

**BELLEVUE UNION SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST
2019-2020**

5 Solis Lopez, Juana	14	09/24/19
6 Corrales, Erika	14	01/06/20

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>School Office Assistant</u>		
1 Bradley, Susana	14	08/14/09
2 Cuevas, Rosa	14	11/16/09
3 Leon, Hope	14	08/16/11
4 Williams, Michelle	14	09/01/12
5 Ramirez, Blanca	14	05/13/17
6 Luna, Maria	14	08/08/19

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>School Nurse Assistant</u>		
1 Luna, Maria	14	8/1/2012
2 Perez Corona, Lizbeth	14	10/14/2019

RANGE 17 Night Custodian Library Media Tech Computer Lab Operator

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Night Custodian</u>		
1 Mondragon, Ildefonso	17	10/01/02
2 Cuevas, Ruben	17	07/01/06
3 Mondragon, Mardonio	17	08/01/07
4 Daraseng, Kikham	17	03/01/08
5 Torres Moreno, Bismark	17	08/01/08
6 Jaramillo, Peter	17	06/07/10
7 Hill, Jenna	17	07/01/12
8 Phongsas, Somphet	17	04/01/13
9 Luna, Enrique	17	08/05/16
10 Gomez-Alcala, Kailani M	17	11/13/18
11 Faulconer, Corinne	17	09/09/19

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Library Media Tech</u>		
1 Lingron, Victoria	17	08/17/07
2 Faulconer, Corinne	17	01/22/08

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Computer Lab Operator</u>		
1 Jaramillo, Peter	17	01/04/99

RANGE 18 Maintenance Technician

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Maintenance Technician</u>		
1 Herring, Patrick	18	01/06/20

RANGE 19 Day Custodian (Plant Operation Leader) School Cook Groundskeeper (Reclassified 18-19)

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Day Custodian (Plant Operations Leader)</u>		
1 Mondragon, Ildefonso	19	01/01/06
2 Mondragon, Mardonio	19	03/01/08
3 Daraseng, Kikham	19	07/01/12
4 Torres Moreno, Bismark	19	10/02/12

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>School Cook</u>		
1 Everson, Amber	19	08/03/15

**BELLEVUE UNION SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST
2019-2020**

2 Nyberg, Bryan	19	08/01/16
3 Hill, Jenna	19	08/12/19

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Groundskeeper</u>		
1 Duarte, Reinel	19	08/13/18

RANGE 20

District Acct Tech/Receptionist
Special Ed. Admin. Asst.
Literacy Paraprofessional
School Office Manager

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>District Acct Tech /Receptionist</u>		
1 Gomez, Maria Teresa	20	06/21/16

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Special Ed. Admin. Asst.</u>		
1 Flores Casares, Amy	20	01/08/18
2 Cuevas, Rosa	20	07/01/18

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>School Office Manager</u>		
1 Peoples, Ana	20	08/01/07
2 Martinez, Karina	20	08/01/11
3 Roza, Julie	20	07/28/14
4 Cuevas, Rosa	20	05/07/17
5 Bradley, Susana	20	08/01/19

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Literacy Specialist Paraprofessional</u>		
1 Velliquette, Diane	20	08/05/14
2 Chambers, Sandra	20	08/05/14
3 Schubert, Suzanne	20	08/11/15
4 Robertson, Julia	20	08/11/15
5 Schalich, Ashley	20	08/11/15
6 Eisenman, Jeanise	20	09/16/19
7 Burt, Kathryn	20	09/30/19
8 Gomez-Alcala, Kailani M	20	12/09/19
9 Stibbe, Emily	20	01/06/20

RANGE 21

Bilingual Literacy Paraprofessional

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Bilingual Literacy Para</u>		
1		

RANGE 22

Media Center Specialist

<u>Position</u>	<u>Range</u>	<u>Seniority Date</u>
<u>Media Center Specialist</u>		
1		

Bellevue Union School District Personnel Activity Log

For the period: January 21, 2020-February 17, 2020

Date of Board Approval: February 18, 2020

Hiring:

Certificated:

1. Erica Narez, 1.0 FTE Teacher, Kawana Springs Elementary School-
Effective 03/01/2020

Change of Contracts:

Classified:

1. Angelina Estrada, 0.59375 FTE (4.75 hrs/day) Student Supervisor, Kawana Springs Elementary School (Previously 0.5625 FTE (4.5 hrs/day) Student Supervisor, Kawana Springs Elementary)-
Effective 01/30/2020
2. Jacqueline Ibarra Lopez, 0.5625 (4.5 hrs/day) Student Supervisor, Bellevue and Kawana Springs Elementary Schools (Previously 0.5 FTE (4 hrs/day) Student Supervisor, Bellevue Elementary School)-
Effective 01/30/2020

Resignation:

Classified:

1. Terra Collingwood, 0.8125 FTE (6.5 hrs/day) SDC Assistant and Student Supervisor, Meadow View Elementary School-
Effective 03/13/2020

Certificated:

1. Laurel Angeli, 1.0 FTE Teacher, Kawana Springs Elementary School-
Effective: end of the 2019-2020 School Year
2. Cassandra Crawford, 1.0 FTE SDC Teacher, Taylor Mountain Elementary School-
Effective: end of the 2019-2020 School Year
3. Drew Crawford, 1.0 FTE Teacher, Bellevue Elementary School-
Effective: end of the 2019-2020 School Year
4. Mia Peterson, 1.0 FTE Teacher, Kawana Springs Elementary School-
Effective: end of the 2019-2020 School Year
5. Gina Sferra, 1.0 FTE SDC Teacher, Meadow View Elementary School-
Effective: end of the 2019-2020 School Year

Retirement:

Nothing to Report at this time



BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/27/2019	9/13/2019	10/15/2019	11/7/2019	12/5/2019	1/11/2020	2/6/2020	3/6/2020	4/3/2020	5/8/2020	6/5/2020
Bellevue	410	408	416	414	420	426	428				
Kawana	337	337	336	335	333	338	335				
Meadow View	406	405	405	401	398	398	401				
Taylor Mountain	441	441	439	446	445	447	447				
Total Enrollment	1594	1591	1596	1596	1596	1609	1611	TBD	TBD	TBD	TBD

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October)

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596			
Charter	0	37	71	94	145	144	0	0			
Total Enrollment	1736	1823	1840	1896	1898	1835	1616	TBD	TBD	TBD	TBD

Attendance (P2, Average Attendance over 8 Months) April 15th

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/22	2021/23	2020/23
Bellevue	403	406	391	366	387						
Kawana	388	381	365	337	337						
Meadow View	397	409	425	437	406						
Taylor Mountain	502	503	483	456	413						
District Attendance	1690	1699	1664	1597	1543	TBD	TBD	TBD	TBD	TBD	TBD
<i>% Attendance</i>	<i>95.52%</i>	<i>94.26%</i>	<i>94.92%</i>	<i>94.41%</i>	<i>95.46%</i>						
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	1765	1803	1794	1737	1543	TBD	TBD	TBD	TBD	TBD	TBD
<i>% Attendance</i>	<i>95.94%</i>	<i>95.12%</i>	<i>94.54%</i>	<i>94.69%</i>	<i>95.46%</i>						

Updated: 2/18/20