

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING AGENDA

February 8, 2021 6:30 pm

<https://zoom.us/j/93412014992?pwd=aDBlM3FFMHBTUjBGMzFuZ2txZWlsZz09>

Meeting ID: 934 1201 4992

Passcode: 573031

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

- 2.1 Approval of Minutes, January 11, 2021 and January 27, 2021
- 2.2 Approval of Warrants and Payroll
- 2.3 Adoption of 2021 – 2022 School Year Calendar
- 2.4 Approval to Purchase Used Truck
- 2.5 Approval of Employment of one .4375 FTE Instructional Aide

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report
- 4.2 School Site Council Report
- 4.3 HBTA Report
- 4.4 2021 – 2022 New Student Registration Update

5.0 CORRESPONDENCE

- 5.1 Letter from Humboldt-Del Norte Equity Partnership

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Tentative Certificated Staffing Options for 2021 – 2022
- 6.2 2021 – 2022 Governor's Proposed Budget Report
- 6.3 Consider Adoption of Single Plan for Student Achievement, Cutten School
- 6.4 Consider Adoption of Single Plan for Student Achievement, Ridgewood School
- 6.5 Consider Adoption of BP/AG 4115 *Evaluation Supervision*; BP/AG 4116 *Probationary/Permanent Status*; AG 4117.11/4317.11 *Preretirement Part-Time Employment*; BP 4117.2 *Resignation*; BP 4117.3 *Personnel Reduction*; AG 4117.5/4217.5/4317.5 *Termination Agreements*; AG 4117.6 *Decision Not to Rehire*; AG 4117.7 *Employment Status Report*; BP/AG 4118 *Dismissal/Suspension/Disciplinary Action*; BP 4119.1/4219.1/4319.1 *Civil and Legal Rights*; BP/E 4119.21/4219.21/4319.21 *Professional Standards*; BP 4119.23/4219.23/4319.23 *Unauthorized Release of Confidential/Privileged Information*; BP/AG 4119.25/4219.25/4319.25 *Political Activities of Employees*, Second Reading
- 6.6 Consider Adoption of BP 4119.41/4219.41/319.41 *Employees with Infectious Disease*; BP 4131 *Staff Development*; BP 4143 *Negotiations*; BP/AG 4143.1 *Public Notice – Personnel Negotiations*; BP/AG 4144/4244/4344 *Complaints*; BP 4156.2/4256.2/4356.2 *Awards and Recognition*; BP 4157.1/4257.1/4357.1 *Work-Related Injuries*; BP/AG 4158/4258/4358 *Employee Security*; BP/AG 4161/4261/4361 *Leaves*; AG 4161.1/4261.1/4361.1 *Personal Illness/Injury Leave*; AG 4161.11/4261.11/4361.11 *Industrial Accident/Illness Leave*, First Reading
- 6.7 LCAP Update
- 6.8 Consider Acceptance of Termination of the Lease Leaseback Contract with Dinsmore Construction Co.

7.0 SUPERINTENDENT / PRINCIPAL REPORT

8.0 BOARD MEMBER COMMENTS / COMMUNICATION

9.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS

10.0 CLOSED SESSION

With respect to every item of business to be discussed in closed session:

- 10.1 *PUBLIC EMPLOYMENT (GC § 54957)*
Title: Superintendent
- 10.2 *CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
Agency Negotiator: Board President
Unrepresented Employee: Superintendent

11.0 RECONVENE TO OPEN SESSION

12.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Dr, Eureka.

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

January 11, 2021 via Zoom

6:30 p.m.

- 1.0 CALL TO ORDER** – The meeting was called to order at 6:35 p.m.
 - 1.1 Board members in attendance, participating via Zoom: Andy Sundquist, Mary DeWald, Dennis Reinholtsen, Becky Reece, and Beth Johnston

- 2.0 CONSENT AGENDA**
 - 2.1 Motion by Dennis Reinholtsen, second by Andy Sudquist to approve the consent agenda. Motion carried 5-0, roll call vote.

- 3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS** – None Offered

- 4.0 REPORTS**
 - 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the PTA updated its bylaws at the last meeting with a formal nominating committee set to start next year. Founder’s Day celebration will be virtual this year. Please scan receipts for Boxtops for Education. Spirit wear is in process and will be delivered soon. The next meeting is February 2nd at 6:30pm via Zoom.
 - 4.2 School Site Council Report – August Deshais reported that the Council had a brief December meeting. The Comprehensive School Safety Plan is on the board agenda for later this evening. The SPSA will be brought to the Board for approval in February or March. A Distance Learning survey has been sent to parents and we are awaiting the results.
 - 4.3 2021-22 New Student Registration and IDT Update – Sue Ivey reported that new registration is dramatically less than previous years. 14 Kindergarten packets are out with 7 returned. 6 TK packets were out and all are returned. In the previous two years there were 48 and 50 Kindergarten packets. We are concerned about the interdistrict transfer deadline with the pandemic on the forefront of everyone’s mind. Families may not be thinking about school next year. Susie is keeping track of interdistrict transfers for our current students and is reaching out to teachers and families. The district has been advertising with yard signs in strategic places, radio ads on three different stations, print ads in the North Coast Journal and digital ads on Lost Coast Outpost. Pamphlets have also been distributed to preschools.

- 5.0 CORRESPONDENCE**
 - 5.1 Statements of Economic Interest have been mailed to the Board Members.
 - 5.2 HCOE has certified the district’s First Interim Budget as Positive.
 - 5.3 County of Humboldt has shared the current Interest Rates on District Funds.

- 6.0 INFORMATION / POSSIBLE ACTION ITEMS**
 - 6.1 Motion by Becky Reece, second by Andy Sundquist, to approve the Comprehensive School Safety Plan. Motion carried 5-0, roll call vote.
 - 6.2 Motion by Dennis Reinholtsen, second by Andy Sundquist, to adjust the Program Aide Salary Schedule to start at \$15 per hour. Motion carried 5-0, roll call vote.
 - 6.3 Committee was formed to explore a COVID-19 Reopening Metric for the district.
 - 6.4 Motion by Dennis Reinholtsen, second by Mary DeWald to approve the 2019-2020 Cutten and Ridgewood School Accountability Report Cards (SARCs). Motion carried 5-0, roll call vote.

- 6.5 Motion by Mary DeWald, second by Beth Johnston, to approve the Humboldt-Del Norte SELPA 2020-2021 Local Plan. Motion carried 5-0, roll call vote.
- 6.6 No action was taken on Resolution 1021-04 to Commit District funds. Board would like to get a list of projects by priority before considering committing funds.
- 6.7 Motion by Dennis Reinholtsen, second by Andy Sundquist, to adopt BP 4033 *Lactation Accommodation*; BP 4100 *Certificated Personnel*; AG 4112.1 *Contracts*; BP/AG 4112.2 *Certification*; AG 4112.22 *Staff Teaching Students of Limited English Proficiency*; AG 4112.23 *Special Education Staff*; AG 4112.3/4212.3/4312.3 and E 4112.3 *Oath or Affirmation*; AG 4112.4/4212.4/4312.4 *Health Examinations*; BP/E 4112.9/4212.9/4312.9 *Employee Notifications*; BP 4161.9/4261.9/4361.9 *Catastrophic Leave Program*; and BP/AG 6173 *Education for Homeless Children*. Motion carried 5-0, roll call vote.
- 6.8 First Reading of BP/AG 4115 *Evaluation Supervision*; BP/AG 4116 *Probationary/Permanent Status*; AG 4117.11/4317.11 *Preretirement Part-Time Employment*; BP 4117.2 *Resignation*; BP 4117.3 *Personnel Reduction*; AG 4117.5/4217.5/4317.5 *Termination Agreements*; AG 4117.6 *Decision Not to Rehire*; AG 4117.7 *Employment Status Report*; BP/AG 4118 *Dismissal/Suspension/Disciplinary Action*; BP 4119.1/4219.1/4319.1 *Civil and Legal Rights*; BP/E 4119.21/4219.21/4319.21 *Professional Standards*; BP 4119.23/4219.23/4319.23 *Unauthorized Release of Confidential/Privileged Information*; BP/AG 4119.25/4219.25/4319.25 *Political Activities of Employees*. There were no suggested changes. Policies will be brought to the next board meeting for a second reading.

7.0 SUPERINTENDENT / PRINCIPAL REPORT

- 7.1 Sue Ivey reported that facilities personnel are in the process of installing touchless faucets throughout the district, as well as projectors and white boards as they come in. There were no RFQ responses for the HVAC project. Maples Service is installing the drinking fountains/hydration stations at both campuses. The district is in the process of adding board policies to the website. The LCAP annual update has been started. The district will start a brand new 3 year LCAP this year. The district has completed its COVID Protection Plan and copies are posted in the break room at both campuses.

8.0 BOARD MEMBER COMMENTS / COMMUNICATION – None Offered

9.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

Teacher Joe Kencke commented that the district might want to look for someone with Bond experience for the Superintendent position.

10.0 CLOSED SESSION – 7:57 p.m.

11.0 RECONVENE TO OPEN SESSION – 8:42 p.m.

- 11.1 No reportable action was taken.

12.0 ADJOURNMENT

- 12.1 The meeting was adjourned at 8:44 p.m.

Respectfully submitted,



Sue Ivey

Secretary to the Board

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD MEETING MINUTES
January 27, 2021 5:00 pm via Zoom

- 1.0 **CALL TO ORDER** The meeting was called to order at 5:06 p.m.
Board members in attendance: Andy Sundquist, Mary DeWald, Dennis Reinholtsen, and Beth Johnston
Board members absent: Becky Reece
- 2.0 **PUBLIC COMMENT ON CLOSED SESSION ITEM** None
- 3.0 **CLOSED SESSION** Adjourned to Closed Session at 5:08 p.m.
- 4.0 **RECONVENE TO OPEN SESSION** at 6:16 p.m. No action taken during closed session.
- 5.0 **ADJOURNMENT** The meeting was adjourned at 6:17 p.m.

Respectfully submitted,

A handwritten signature in blue ink that reads "Sue Ivey".

Sue Ivey
Secretary to the Board

HUMBOLDT COUNTY OFFICE OF EDUCATION
Employee Payroll Earnings Pelist



Fiscal Year: 2021

LORI—CUT JAN

09 Cutten

Pay Cycle: 01 Cycle Type: R W-Date: 01/29/2021
Pay Cal: CEMEND, CLMEND

Payroll Totals - District 09

Total Employees Paid

85 First Time Paid Employees

Receiving Warrants

17 DNP Payout only

EFT Payments

68 EFT/Prenote Restriction
EFT/Prenote (Receiving Warrant)

32.0 B/O
5.0 B/O
11.0 B/O
13.0 B/O
22.0 ARS

0.0 REG
0.0 REG
0.0 REG
0.0 REG
0.0

0.0 RET
0.0
0.0 RET
0.0

Salary Totals

Position	329,714.81	Longevity	0.00	Shift	0.00	Oth Base	400.00	Tot Base	330,114.81	Non-Base	12,221.04	GROSS	342,335.85
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Totals By Pty

P	POSITION-MAGIC	326,313.38	PA	POSITION ADJ	0.00	PD	0.00	POSITION DOCK	0.00
PR	POSITION-RETRO	0.00	PX	GENERATED ADJ	3,401.43	PY	0.00	GENERATED ADJ 2	0.00
PZ	GENERATED ADJ 3	0.00	PT	GENERATED ADJ 4	0.00	PU	0.00	GENERATED ADJ 5	0.00
PV	GENERATED ADJ 6	0.00	PK	POSITION DOCK %	0.00	O	0.00	OTHER BASE EARN	400.00
OA	OTHER BASE ADJ	0.00	OD	OTHER BASE DOCK	0.00	M	0.00	MANUAL PAY LINE	9,747.91
MD	MANUAL DOCK	0.00	R	RATE PAY LINE	2,473.13	C	0.00	CASH INLIEU	0.00
CA	CASH INLIEU ADJ	0.00							

Totals By Earn Type

125R	REFUND-IRC125 CONTRI	0.00	ADD1	ADD EARN/PERS-STRS C	0.00	ADD2	0.00	ADD EARNINGS/NON-CRE	0.00
CELL	CELL PHONE ALLOWANCE	280.00	DNP	DNP **DO NOT	0.00	MAST	0.00	MASTER STIPEND	400.00
NML	NORMAL PAY	334,343.35	OFFS	OFF SCHEDULE SALARY	0.00	OT-1	0.00	OT/PERS UNDR 40 HR W	0.00
OT-2	OT/PERS OVR HR WK/ST	0.00	PROF	PROFESSIONAL GROWTH-	0.00	STP1	0.00	STIPEND/PERS & STRS	0.00
STP2	STIPEND/PERS & STRS	2,600.00	SUB	SUBSTITUTE	4,712.50	SUB9	0.00	SUBSTITUTE WORK/OVER	0.00
WC01	WORKERS COMP PAYMENT	0.00							

Total Hours

184,2500

27,5000

Employee Deductions

T403B	5,700.00	STRS GR	254,719.57	FICA GR	75,727.47	FIT	20,122.35	HW DED	0.00	SUBJ DNP	156,512.15
T457B	0.00	STRS	25,533.13	FICA	4,695.10	AFIT	1,489.73	VOL DED	5,672.50	DNP IN	25,905.15
S125	27,361.29	PERS GR	58,683.39	MEDI GR	314,974.56	SIT	5,533.15	INV DED	0.00	DNP OUT	0.00
NTX GR	0.00	PERS	4,107.81	MEDI	4,567.12	ASIT	826.00	R403B	0.00	DNP PROJ	128,516.48
NTX RET	29,640.94	ARS GR	0.00	SIB	0.00	EIC	0.00	SDI GR	0.00	DNP YTD	128,516.48
FIT GR	279,633.62	SIT GR	279,633.62	ARS	0.00	HSA	0.00	SDI	0.00	NET PAY	210,822.52

Employer Costs

STRS	41,137.23	PERS	12,147.46	PERS B/O	0.00	ARS	0.00	FICA	4,695.10	MEDI	4,567.12	HSA	0.00
WC	7,087.00	SUI	157.52	HW	49,745.63	SUI GR	314,974.56	WC GR	314,974.56	TOTAL	119,537.06		

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name
Printed
District
Logon
Fiscal Year

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
2/2/2021 2:59:51 PM
09
tanwood
2021

Options

Report Title

JAN AP BOARD REPORT

Filters

Transaction Type:
Board Meeting Date:
From Transmittal Number:
To Transmittal Number:
Audit Type:
Fiscal Year:
Sort By:
Print Description:
Include Vendor Address:
Page Break By Transmittal:
Include Voided Transmittal:

ALL
02/02/2021
21000027
21000031
ALL
2021
Vendor Name
Board Description
NO
NO
NO

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN/AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000027-0 AUDIT

Reference	Vendor	Description	Amount
PV210543-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	53.83
PV210544-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	43.09
PV210545-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	30.15
		Total Payment Amount	127.07

PV210546-001 ADVANCED SECURITY SYSTEM

	ALARM MONITORING		259.50
	Total Payment Amount		259.50

PV210547-001 DESHAIS, AUGUST
 PV210548-001 DESHAIS, AUGUST

	REIMB-DESHAIS YARD SIGNS		157.22
	REIMB-DESHAIS MTSS SUPPLIES		1,520.00
	Total Payment Amount		1,677.22

PV210549-001 FRESZ, KRISTYN
 PV210550-001 FRESZ, KRISTYN

	REIMB-FRESZ MILEAGE		51.16
	REIMB-FRESZ MILEAGE		52.44
	Total Payment Amount		103.60

Transmittal Total 2,167.39

Fund Summary: Fund 01 2,167.39

Transmittal Number: 21000028-0 AUDIT

Reference	Vendor	Description	Amount
PV210551-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	14.22
		Total Payment Amount	14.22

PV210552-001 AT&T CALNET 2
 PV210553-001 AT&T CALNET 2
 PV210554-001 AT&T CALNET 2

	PHONE SERVICE		128.45
	PHONE SERVICE		113.68
	PHONE SERVICE		21.32
	Total Payment Amount		263.45

PV210555-001 CALIFORNIA DEPARTMENT OF ED

	COMMODITIES		282.15
	Total Payment Amount		282.15

PV210556-001 CRYSTAL SPRINGS BOTTLED WATER

	BOTTLED WATER SERVICE		14.00
	Total Payment Amount		14.00

PV210557-001 GOLD STAR FOODS

	FOOD FOR CAFETERIA		1,225.18
	Total Payment Amount		1,225.18

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HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

Reference	Vendor	Description	Amount
Transmittal Number: 21000028-0 AUDIT			
PV210558-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER DEC 2020	61.42
PV210559-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER DEC 2020	55.50
PV210560-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER DEC 2020	269.52
		Total Payment Amount	386.44
PV210561-001	MISSION LINEN INDUST. SERV	LAUNDRY	154.09
		Total Payment Amount	154.09
PV210562-001	P G & E	PG&E DECEMBER 2020	3,744.58
		Total Payment Amount	3,744.58
PV210563-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	22.77
PV210564-001	PIERSON BLDG CENTER	TOUCHLESS FAUCETS SUPPLIES	76.04
		Total Payment Amount	98.81
CM210015-001	PRO PACIFIC FRESH	RETURNED FOOD	(32.25)
PV210565-001	PRO PACIFIC FRESH	CAFE FOOD	630.15
		Total Payment Amount	597.90
PV210566-001	SYSCO SACRAMENTO	FOOD/SUPPLIES FOR CAFETERIA	1,164.19
		Total Payment Amount	1,164.19
PV210567-001	T-MOBILE	MOBILE HOTSPOTS	693.30
		Total Payment Amount	693.30
PV210568-001	THRIFTY SUPPLY COMPANY	ONGOING MAINTENANCE	22.86
PV210569-001	THRIFTY SUPPLY COMPANY	TOUCHLESS FAUCET SUPPLIES	63.13
		Total Payment Amount	85.99
PV210570-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	1,127.04
PV210571-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	30.44
PV210572-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	377.10
		Total Payment Amount	1,534.58
PV210574-001	U.S. BANK	INSTRUCTIONAL MATERIALS	404.68
PV210575-001	U.S. BANK	COVID SUPPLIES - TOUCHLESS FAU	15,249.66
PV210576-001	U.S. BANK	ZOOM SUBSCRIPTION	459.77
PV210577-001	U.S. BANK	SUMS GRANT SUPPLIES	16.11

JAN AP BOARD REPORT

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 02/02/2021

09 Cufften

Fiscal Year: 2021

Transmittal Number: 21000028-0 AUDIT

Reference	Vendor	Description	Total Payment Amount	Amount
PV210573-001	VALLEY PACIFIC PETROLEUM SVCS	DIESEL FUEL		34.34
			Total Payment Amount	34.34
			Transmittal Total	26,423.44
		Fund Summary:	Fund 01	23,154.02
			Fund 13	3,269.42
Transmittal Number: 21000029-0 AUDIT				
PV210578-001	BANK OF NEW YORK MELLON	GO BOND SERIES B PAYING AGENT		750.00
			Total Payment Amount	750.00
PV210579-001	CLENDENEN'S CIDER WORKS	FOOD FOR CAFETERIA		88.00
			Total Payment Amount	88.00
PV210580-001	COOK, KAYCEE	SCHOOL SUPPLIES		326.44
			Total Payment Amount	326.44
PV210581-001	DAVID L. MOONIE & CO. LLP	19-20 AUDITING SERVICES		1,600.00
			Total Payment Amount	1,600.00
PV210582-001	DESIGN AIR	RECONFIGURE HVAC CONTROLS		1,000.00
			Total Payment Amount	1,000.00
PV210583-001	EVO MARKET SOLUTIONS LLC	BOTTLE FILLING STATIONS		8,741.18
			Total Payment Amount	8,741.18
PV210584-001	HAGUE, JAIME	POSTAGE		9.20
			Total Payment Amount	9.20
PV210585-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER JAN 2021		211.32
			Total Payment Amount	211.32
PV210586-001	HUMBOLDT WASTE MGMT. AUTHORITY	WASTE DISPOSAL		65.44
			Total Payment Amount	65.44

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000029-0 AUDIT

Reference	Vendor	Description	Amount
PV210587-001	KIMBERLY GOODMAN	SLP SUPPLIES	483.27
		Total Payment Amount	483.27
PV210597-001	LEMMON, KATRIN	REIMBURSE LEMMON - SUPPLIES	264.37
		Total Payment Amount	264.37
PV210588-001	MENDES SUPPLY COMPANY	CUSTODIAL SUPPLIES	699.83
		Total Payment Amount	699.83
PV210589-001	P G & E	PG&E JANUARY 2021 GAS	1,327.23
		Total Payment Amount	1,327.23
PV210590-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	87.33
PV210591-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	97.64
PV210592-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	89.94
PV210593-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	21.45
		Total Payment Amount	296.36
PV210594-001	RICE, SUZANNE	REIMB-S. RICE PPE	134.68
		Total Payment Amount	134.68
PV210595-001	SCHOOLS EXCESS LIABILITY FUND	AB 218 REVIVED LIABILITY FUNDI	4,898.78
		Total Payment Amount	4,898.78
PV210596-001	WHEELER, JESSE	REIMB-WHEELER CLASSROOM SUPPLI	32.29
		Total Payment Amount	32.29
		Transmittal Total	20,928.39
		Fund Summary:	
		Fund 01	20,090.39
		Fund 13	88.00
		Fund 21	750.00
		Total Payment Amount	191.50
PV210598-001	CAMPTON ELECTRIC	MAINTENANCE SUPPLIES	191.50
		Total Payment Amount	191.50
PV210599-001	DEPARTMENT OF JUSTICE	FINGERPRINTING DEC20	32.00

Transmittal Number: 21000030-0 AUDIT

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HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000030-0 AUDIT

Reference	Vendor	Description	Total Payment Amount	Amount
PV210600-001	EUREKA HUMB FIRE EXT INC	CHECK/SERVICE FIRE EXTINGUISHE	Total Payment Amount	32.00
			Total Payment Amount	1,186.60
PV210601-001	FILBEY, AUDREA	CLASSROOM SUPPLIES		330.08
PV210602-001	FILBEY, AUDREA	PPE SUPPLIES	Total Payment Amount	75.92
			Total Payment Amount	406.00
PV210603-001	KENCKE, JOE	PPE - KENCKE	Total Payment Amount	57.30
			Total Payment Amount	57.30
PV210604-001	MENDES SUPPLY COMPANY	CUSTODIAL SUPPLIES		146.11
PV210605-001	MENDES SUPPLY COMPANY	CUSTODIAL SUPPLIES	Total Payment Amount	120.80
			Total Payment Amount	266.91
PV210606-001	MIRANDA JOHNSTON	REIMB-JOHNSTON MCKINNEY VENTO	Total Payment Amount	250.00
			Total Payment Amount	250.00
PV210607-001	MISSION LINEN INDUST. SERV	LAUNDRY	Total Payment Amount	152.65
			Total Payment Amount	152.65
PV210608-001	MURPHY'S MARKET	FOOD FOR CAFETERIA		28.40
PV210609-001	MURPHY'S MARKET	WORKSHOP REFRESHMENTS		54.86
PV210610-001	MURPHY'S MARKET	MILK FOR CAFETERIA		38.93
PV210611-001	MURPHY'S MARKET	MILK/FOOD FOR CAFETERIA	Total Payment Amount	67.68
			Total Payment Amount	189.87
PV210612-001	NAPA AUTO PARTS	REPAIR PARTS	Total Payment Amount	250.62
			Total Payment Amount	250.62
PV210613-001	P G & E	PG&E JANUARY 2021	Total Payment Amount	432.79
			Total Payment Amount	432.79
PV210614-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE		48.12
			Total Payment Amount	48.12
PV210615-001	PRO PACIFIC FRESH	CAFE FOOD		508.49

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

09 Cutfen

Transmittal Number: 21000030-0 AUDIT

Reference	Vendor	Description	Total Payment Amount	Amount
PV210616-001	RAY MORGAN CO	COPIERS MAINTENANCE AGREEMENT		2,453.88
		Total Payment Amount		2,453.88
PV210617-001	REVOLVING CASH FUND	REVOLVING CASH REIMBURSEMENT		1,241.32
		Total Payment Amount		1,241.32
PV210619-001	RICE, SUZANNE	RICE - CLASSROOM SUPPLIES		269.88
		Total Payment Amount		269.88
PV210618-001	RUTTER, DARCIE	REIMBURSE RUTTER - SUPPLIES		99.47
		Total Payment Amount		99.47
PV210620-001	SECURITY LOCK & ALARM	MAINTENANCE OTHER SUPPLIES		40.69
		Total Payment Amount		40.69
PV210621-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT		1,127.04
PV210622-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT		99.91
		Total Payment Amount		1,226.95
		Transmittal Total		9,305.04
		Fund Summary:		
		Fund 01		7,695.22
		Fund 13		1,609.82
		Total Payment Amount		50.00
		Total Payment Amount		50.00
PV210624-001	CRYSTAL CREAMERY	MILK FOR LUNCH PROGRAM		103.86
PV210625-001	CRYSTAL CREAMERY	MILK FOR LUNCH PROGRAM		247.79
		Total Payment Amount		351.65
PV210626-001	EMPLOYMENT DEVELOPMENT DEPT	4Q 2020 STATE UNEMPLOYMENT INS		476.36
		Total Payment Amount		476.36
PV210627-001	JEANNETTE HASSLER	POSTAGE		9.20

2/2/2021 2:59:57 PM

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JAN AP BOARD REPORT

Board of Trustees Meeting 02/02/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000031-0 AUDIT

Reference	Vendor	Description	Total Payment Amount	Amount
PV210628-001	MURPHY'S MARKET	WORKSHOP REFRESHMENTS		34.97
PV210629-001	MURPHY'S MARKET	WORKSHOP REFRESHMENTS		7.98
		Total Payment Amount		42.95
PV210630-001	SYSCO SACRAMENTO	FOOD FOR CAFETERIA		748.99
		Total Payment Amount		748.99
		Transmittal Total		1,679.15
		Fund Summary:		
		Fund 01		528.51
		Fund 13		1,150.64
		Grand Total:		60,503.41

Payment Count: 61 Transmittal Count: 5

The above Payable transactions have been issued in accordance with the District's policies and procedures. It is recommended that the Board of Trustees approve them.

Authorized Agent

Board Approval

**CUTTEN SCHOOL DISTRICT
2021 - 2022 School Calendar**

MONTH	MON	TUES	WED	THURS	FRI	HOLIDAYS	DAYS TAUGHT
	23	24	25	26	27	Teacher Duty Days - Aug. 23, 24 & 25	
August 30	30	31	1	2	3	Aug. 30-First day of school for students	
to	6	7	8	9	10	Labor Day - Sept. 6	
September 24	13	14	15	16	17	Parent Interviews Sept. 3, 7-11	
First Month	20	21	22	23	24		19
September 27	27	28	29	30	1		
to	4	5	6	7	8		
October 22	11	12	13	14	15		
Second Month	18	19	20	21	22		20
October 25	25	26	27	28	29		
to	1	2	3	4	5		
November 19	8	9	10	11	12	Veterans Day - Nov. 11	
Third Month	15	16	17	18	19		19
November 22	22	23	24	25	26	Thanksgiving Break - Nov. 22-26	
to	29	30	1	2	3		
December 17	6	7	8	9	10		
Fourth Month	13	14	15	16	17		15 P1
December 20	20	21	22	23	24		
to	27	28	29	30	31	Winter Break - Dec. 20 - Dec. 31	
January 28	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21	Martin Luther King Day - Jan. 17	
Fifth Month	24	25	26	27	28		19
January 31	31	1	2	3	4		
to	7	8	9	10	11		
February 25	14	15	16	17	18		
Sixth Month	21	22	23	24	25	Presidents' Week - Feb. 21-25	15
February 28	28	1	2	3	4		
to	7	8	9	10	11	Conference Week - Mar. 7-11	
March 25	14	15	16	17	18		
Seventh Month	21	22	23	24	25		20 P2
March 28	28	29	30	31	1		
to	4	5	6	7	8		
April 22	11	12	13*	14*	15*	Spring Break - Apr. 11-15	
Eighth Month	18	19	20*	21*	22*		15
April 25	25	26	27	28	29		
to	2	3	4	5	6		
May 20	9	10	11	12	13		
Ninth Month	16	17	18	19	20		20
May 23	23	24	25	26	27		
to	30	31	1	2	3	Memorial Day - May 30	
June 1	6	7	8	9	10		
Tenth Month	13	14	15	16	17	June 16 - Last day of school for students	18
						*Make-up Days April 13, 14, 15	180
End of Trimester						Back to School Nights:	
Conference Week						Cutten - Sept. 1	
Local Recess						Ridgewood - Sept. 2	
Legal Holiday							
First/Last Day of School							
		1st Trimester	58				
		2nd Trimester	54				
		3rd Trimester	68				

Eureka City Schools

2021-2022

Adopted: 6/25/2020

Month	Mon	Tue	Wed	Thu	Fri	Days Taught	Holidays
August 23 to September 17 First Month	16 23 30 [6] 13	17 24 31 7 14	18 25 1 8 15	19 26 2 9 16	{▶20} 27 3 10 17	19	8/20/21 Elem, MS & Zoe teachers duty day School Starts 8/23/21 Labor Day 9/6/21
September 20 to October 8 Second Month	20 27 4	21 28 5	22 29 6	23 30 7	24 1 8	14	<u>Staff Dev Day 9/24/21</u>
October 11 to November 5 Third Month	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	19	<u>Staff Dev Day 11/1/21</u>
November 8 to December 3 Fourth Month	8 15 22 29	9 16 23 30	10 17 24 1	11 18 [25]	12 19~ [26]	13	Veteran's Day Observed 11/11/21 No School, No Teacher Duty 11/12/21 Thanksgiving Break 11/22/21-11/26/21
December 6 to December 31 Fifth Month	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 [24] [31]	10	Winter Break 12/20/21-12/31/21
January 3 to January 28 Sixth Month	3 10 [17] 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	Martin Luther King Day 1/17/22
January 31 to February 25 Seventh Month	31 7 14 [21]	1 8 15 [22]	2 9 16 23	3 10 17 24	4 11 18 25	15	Presidents' Week 2/21/22-2/25/22
Feb 28 to March 25 Eighth Month	28 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11~ 18 25	19	<u>Staff Dev Day 3/7/22</u>
March 28 to April 22 Ninth Month	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	15	Spring Break 4/11/22-4/15/22
April 25 to May 20 Tenth Month	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	
May 23 to June 16 Eleventh Month	23 [30] 6 13	24 31 7 14	25 1 8 15	26 2 9 16~	27 3 10 [▶17]	17	No School, No Teacher Duty 5/27/22 Memorial Day 5/30/22 6/17/22 EHS teachers duty day Last Day of Instruction 6/16/22

Trimester

Elementary School

~ End of Trimester

} End of Quarter

[] Legal Holiday

() Local Holiday

{▶} Possible Teacher Duty Day

[Light Blue Box] No School

[Yellow Box] No School-Teacher Duty

[Green Box] No School-No Teacher Duty

~1st Tri 60 Days

8/23/21 - 11/19/21

~2nd Tri 58 Days

11/22/21 - 3/11/22

~3rd Tri 62 Days

3/14/22 - 6/16/22

180 Days

Quarter / Semester

Middle School / High School

} 1st Qtr 43 Days

8/23/21 - 10/22/21

} 2nd Qtr 46 Days

10/25/21 - 1/21/22

} 3rd Qtr 44 Days

1/24/22 - 4/01/22

} 4th Qtr 47 Days

4/04/22 - 6/16/22

180 Days

*Note: Duty day for elementary, middle school, and Zoe Barnum teachers only 8/20/21. Duty day for Eureka High School teachers only 6/17/22. All teachers work six non-instruction duty days.

Humboldt County Office of Education 2021-2022 Draft School Calendar

School Month	Mon	Tues	Wed	Thurs	Fri	Week/ Days Taught	
	16	(17)	(18)	(19)	(20)		Staff Duty Days
August 23 to September 17 FIRST MONTH	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	Students start August 23 Labor Day - September 6
September 20 to October 15 SECOND MONTH	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	20	
October 18 to November 12 THIRD MONTH	18 25 (1) 8	19 26 2 9	20 27 3 10	21 28 4 11	22* 29 5 12	18	In service day-November 1 Veterans' Day Observed - Nov. 11
November 15 To December 10 FOURTH MONTH	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	15	Thanksgiving Holiday -Nov 22-25
December 13 To January 7 FIFTH MONTH	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	10	Winter Break - Dec. 20 -31
January 10 To February 4 SIXTH MONTH	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14* 21 28 4	19	MLK Day - Jan 17
February 7 to March 4 SEVENTH MONTH	7 14 21 28	8 15 22 1	9 16 23 2	10 17 24 3	11 18 25 4	15	Presidents' Week - Feb 21-25
March 7 To April 1 EIGHTH MONTH	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25* 1	20	
April 4 To May 29 NINTH MONTH	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	15	Spring Break - April 11-15
May 2 to May 27 TENTH MONTH	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	20	
May 30 To June 10 Eleventh Month	30 6	31 7	1 8	2 9	3 10*	9	Memorial Day - May 30 Last day for students June 10

() Potential Staff Duty Days

☐ Holiday

▨ Local Recess

* End of Quarter

1st Quarter - 44

2nd Quarter - 43

3rd Quarter - 44

4th Quarter - 49

180

**Registration Report
February 2021**

TRANSITIONAL KINDERGARTEN				
YEAR	FORMS OUT	RETURNED	RESIDENT STILL OUT	NONRESIDENT STILL OUT
Feb 2021	11	11	0	0
Feb 2020	15	14	1	0
Feb 2019	23	19	1 (1 sib)	3 (2 sib)
Feb 2018	26	19	5 (2 sib)	2 (1 sib)
Feb 2017	22	17	5	0
Feb 2016	15	12	2	1
Feb 2015	16	14	1	1
KINDERGARTEN				
Feb 2021	34	27	5 (2 sib)	2 (2 sib)
Feb 2020	52 + 24 TK	42	8 (6 sib)	2
Feb 2019	64 + 27 TK	49	10 (6 sib)	5 (2 sib)
Feb 2018	54 + 19 TK	40	10 (5 sib)	4 (2 sib)
Feb 2017	73 + 24 TK	53	13	7
Feb 2016	68 + 18 TK	49	13 (8 sib)	6 (3 sib)
Feb 2015	48 +19 TK	42	4	2
TK & KINDERGARTEN - PREVIOUS YEARS' DATA				
YEAR	FORMS OUT	RETURNED	RESIDENT STILL OUT	NONRESIDENT STILL OUT
Jan 2014	53	36	11	6
Jan 2013	57	30	21	6
Jan 2012	54	28	20	6

Based on numbers from this report:

14 TK in 2020-21
34 registered as of Jan.
48 Kindergarten 21-22

REGISTRATION, GRADES 1 - 6

Grade	In dist	Returned	Out of dist	Returned
1	1	1	1	0
2	0	0	0	0
3	0	0	0	0
4	0	0	1	0
5	0	0	0	0
6	0	0	3	0

Comparative enrollment for first day of school

	SDC	TK	K	1	2	3	4	5	6	TOTAL
2020 - 21	10	14	69	88	80	84	95	79	67	586
2019 - 20	11	23	93	80	82	104	80	86	76	635
2018 - 19	10	27	81	77	88	83	81	86	76	609
2017 - 18	5	21	79	88	81	79	82	80	84	599
2016 - 17	NA	19	93	82	84	85	84	85	81	613
2015 - 16	NA	24	82	85	85	88	78	92	68	602
2014 - 15	NA	20	84	76	82	76	86	72	77	573
2013 - 14	NA	17	75	86	81	83	77	82	68	569
2012 - 13	NA	1	77	79	82	80	88	73	72	552
2011 - 12	NA	NA	82	92	80	83	78	71	64	550



Sue Ivey <sivey@cuttensd.org>

To: School Board Members, From: TK-12 Equity Partnership

Meridith L Oram <Meridith.Oram@humboldt.edu>

Mon, Feb 1, 2021 at 11:03 AM

To: Meridith Oram <mlo224@humboldt.edu>, Sharrone Blanck <sharroneb@yahoo.com>

Bcc: sivey@cuttensd.org

Meridith Oram has attached the following document:

 **To: School Board Members, From: TK-12 Equity Partnership***Snapshot of the item below:*

February 1, 2021

On behalf of the TK-12 Equity Partnership, we would like to thank you for your service as January, National School Board Recognition month, comes to a close. Your dedication to supporting school systems that best serve all students and families does not go unnoticed. We appreciate your commitment and hard work.

The TK-12 Equity Partnership is a collaboration between the Humboldt Area Foundation's Equity Alliance of the North Coast (EA), Humboldt County Office of Education (HCOE), and Humboldt State University's Office of Diversity, Equity & Inclusion (ODEI) to ensure that school systems in Humboldt and Del Norte counties are diverse, inclusive, cultivate a sense of mattering, and yield equitable outcomes for all students. One way that accomplish this is by offering ongoing learning opportunities to build racial literacy for all school employees. Foundations: Implicit Bias and the Four Dimensions of Racism is an 8-hour series that provides foundational language and understanding about race and racism to support people working in schools to meet the needs of all students and families, especially Black, Indigenous, and People of Color.

We highly recommend that board members participate in this learning opportunity to support your decision making at the systems level. We offer this learning session at no cost. Superintendents, principals, teachers and other administrators and support staff from the following districts have participated:

Arcata Elementary School District
Eureka City Schools
Fortuna Elementary School District
Fortuna Union High School District
Ferndale Unified School District
Freshwater School District
Humboldt County Office of Education
Jacoby Creek School District

Klamath Trinity Joint Unified School District
Loleta Elementary School District
McKinleyville Union School District
Northern Humboldt Union High School District
Peninsula Union School District
South Bay Union School District

The learning sessions for board members are offered in April on Saturdays from 10am-12pm and in May on Thursday evenings from 5:30pm-7:30pm. If we need to accommodate more board members to keep with meeting guidelines, we will add another session. The registration links are below.

[Registration link to participate in April sessions](#) on Saturday mornings
[Registration link to participate in May sessions](#) on Thursday evenings

Thank you again for your service. We hope to see you in attendance in April or May. If you have questions or would like more information, please email meridith.oram@humboldt.edu.

With gratitude,

Sharrone Blanck
Meridith Oram

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because mlo224@humboldt.edu shared a document with you from Google Docs.



School Year: **2020-21**



Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	January 19, 2021	February 8, 2021

Purpose and Description

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

Schoolwide Program

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

A variety of goals, actions, and services are in place to ensure we meet the two goals in our Local Control and Accountability Plan. Those goals are 1) Increase student achievement levels, improving the foundation for college and career readiness, and 2) Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Annual review of progress toward these goals is performed through the following:

- Stakeholder surveys and meetings
- Review of student performance data by school staff
- Progress monitoring by district Leadership Team
- Development of this plan by the School Site Council

Table of Contents

- SPSA Title Page1
- Purpose and Description.....1
- Table of Contents.....3
- Comprehensive Needs Assessment Components5
 - Data Analysis5
 - Surveys5
 - Classroom Observations.....5
 - Analysis of Current Instructional Program.....5
- Stakeholder Involvement8
- Resource Inequities9
- School and Student Performance Data10
 - Student Enrollment.....10
 - CAASPP Results.....12
 - ELPAC Results16
 - Student Population.....19
 - Overall Performance20
 - Academic Performance.....21
 - Academic Engagement.....26
 - Conditions & Climate.....28
- Goals, Strategies, & Proposed Expenditures.....30
 - Goal 1.....30
 - Goal 2.....44
- Budget Summary57
 - Budget Summary57
 - Other Federal, State, and Local Funds57
- Budgeted Funds and Expenditures in this Plan58
 - Funds Budgeted to the School by Funding Source.....58
 - Expenditures by Funding Source58
 - Expenditures by Budget Reference58
 - Expenditures by Budget Reference and Funding Source58
 - Expenditures by Goal.....59
- School Site Council Membership60
- Recommendations and Assurances61
- Instructions.....62
 - Instructions: Linked Table of Contents.....62

- Purpose and Description63

Stakeholder Involvement.....	63
Resource Inequities	63
Goals, Strategies, Expenditures, & Annual Review	64
Annual Review	65
Budget Summary	66
Appendix A: Plan Requirements	68
Appendix B:	71
Appendix C: Select State and Federal Programs	73

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Throughout the school year a variety of surveys and meetings are used to collect stakeholder input. These include LCAP surveys and meetings with parents/guardians/community members and staff. Additionally, student input is collected through the use of monthly surveys on school climate and academics. The California Healthy Kids Survey is also given bi-annually to all fifth grade students.

The LCAP survey results show strong majorities of parents/guardians feel the school meets or exceeds expectations in academics, school climate, and the condition of the facilities.

Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff that have been with the district for ten or fewer years. Certificated staff with more than ten years in the district receive formal evaluations once every five years.

Overall, formal and informal observations show that our teachers have a strong commitment to student achievement and to creating warm and welcoming classroom environments. High expectations, differentiation, and consistency in teaching to multiple learning styles are common throughout the school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Multiple Measures

All students are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Each fall, CAASPP results (when available) from the previous year are reviewed by grade level teams to identify areas of strength and need.

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

Ongoing assessment results are analyzed by grade-level teams and the district Leadership Team throughout the school year to help inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential
3. Demonstrated core academic subject matter competence

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

One hundred percent of our faculty are fully credentialed and appropriately assigned. In addition to professional development opportunities offered during preservice duty days and events throughout the school year, the district also sponsors staff to attend locally offered workshops, classes, and conferences.

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

Each year the district Leadership Team selects one or more professional focus areas based on current goals based on student assessment and parent survey data.

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

Under the direction of the district Leadership Team, support is provided to teachers based on assessment data and teacher feedback.

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

Structured grade level collaboration is scheduled at least once per month during weekly early dismissal days.

Teaching and Learning

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

All teaching materials in English language arts, mathematics, and history/social studies are fully aligned with current California state standards. The district will continue the process of selecting a science curriculum aligned with the Next Generation Science Standards this school year or next.

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

At the beginning of each school year teachers submit weekly schedules to the site administrator to ensure the recommended instruction minutes are taught in each subject.

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

Grade level teams reevaluate year long scope and sequencing at the start of each school year to ensure appropriate lesson and unit pacing.

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

Standards-based instructional materials are available to 100% of students.

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

All teachers utilize standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

In addition to classroom differentiation, the school offers multiple intervention programs and supports, including:

- Classroom Instructional Aids: Three hour daily aide in every classroom
- Tier II Instructional support in ELA and mathematics

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

- 100% highly qualified teaching staff
- 100% Common Core aligned instructional materials
- Intervention supports utilizing research-based materials and assessments (see above)

Parental Engagement

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

In addition to the services mentioned above, our actively involved community also helps support all students. The Parent Teacher Association provides annual funding for a variety of activities and programs intended to increase student engagement and achievement.

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

The School Site Council provides input on school programs throughout the school year, which is referenced in the development and review of ConApp programs.

Funding

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

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade 3 and 28:1 in grades 4-6)
- Classroom instructional aides in every classroom (3-6)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

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

Annual review and update of the SPSA is based on results from LCAP stakeholder surveys and input from the School Site Council.

Resource Inequities

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

Through the LCAP process and review of data by the School Site Council, the following have been identified as some of our greatest areas of need:

1. Reducing chronic absenteeism and suspension rates for all students
2. Increasing ELA and math CAASPP scores for all students
3. Need for NGSS-aligned materials in science
4. Address learning loss as a result of Covid-19

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	9.26%	8.31%	7.25%	30	27	25
African American	0.93%	0.62%	0.29%	3	2	1
Asian	5.86%	4%	3.48%	19	13	12
Filipino	0.62%	0.31%	0.29%	2	1	1
Hispanic/Latino	21.30%	16.62%	13.33%	69	54	46
Pacific Islander	0%	0.31%	0.58%	0	1	2
White	56.17%	61.54%	62.61%	182	200	216
Multiple/No Response	0%	0%	12.17%	0	0	0
Total Enrollment				324	325	345

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 3	80	83	102
Grade 4	82	80	85
Grade 5	78	87	79
Grade 6	84	75	79
Total Enrollment	324	325	345

Conclusions based on this data:

1. Enrollment (overall and in subgroups) has largely remained stable during the previous three school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	3	6	6	0.9%	1.8%	1.7%
Fluent English Proficient (FEP)	19	12	11	5.9%	3.7%	3.2%
Reclassified Fluent English Proficient (RFEP)	0	0	2	0	0.0%	33.3%

Conclusions based on this data:

1. Our percentage of EL students has shown a very modest increase over the previous three school 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 Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	83	80	82	82	78	82	82	78	82	98.8	97.5	100
Grade 4	87	79	81	87	79	79	87	79	79	100	100	97.5
Grade 5	89	76	84	84	75	83	84	75	83	94.4	98.7	98.8
Grade 6	85	83	76	83	80	76	83	80	76	97.6	96.4	100
All Grades	344	318	323	336	312	320	336	312	320	97.7	98.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.1	2434.4	2427.7	25.61	25.64	21.95	23.17	26.92	28.05	30.49	23.08	24.39	20.73	24.36	25.61
Grade 4	2456.0	2455.7	2473.6	21.84	21.52	27.85	20.69	24.05	18.99	24.14	22.78	25.32	33.33	31.65	27.85
Grade 5	2515.5	2515.9	2511.9	23.81	25.33	19.28	39.29	28.00	38.55	11.90	24.00	18.07	25.00	22.67	24.10
Grade 6	2518.5	2527.4	2539.6	10.84	12.50	17.11	36.14	36.25	34.21	31.33	32.50	31.58	21.69	18.75	17.11
All Grades	N/A	N/A	N/A	20.54	21.15	21.56	29.76	28.85	30.00	24.40	25.64	24.69	25.30	24.36	23.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.39	26.92	23.17	45.12	47.44	51.22	30.49	25.64	25.61
Grade 4	21.84	17.72	24.05	55.17	54.43	49.37	22.99	27.85	26.58
Grade 5	25.00	38.67	32.53	58.33	41.33	44.58	16.67	20.00	22.89
Grade 6	15.85	23.75	19.74	54.88	50.00	53.95	29.27	26.25	26.32
All Grades	21.79	26.60	25.00	53.43	48.40	49.69	24.78	25.00	25.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.17	24.68	20.73	53.66	44.16	62.20	23.17	31.17	17.07
Grade 4	23.26	15.38	22.78	54.65	51.28	49.37	22.09	33.33	27.85
Grade 5	29.76	31.08	37.35	53.57	45.95	40.96	16.67	22.97	21.69
Grade 6	17.07	22.78	19.74	53.66	53.16	65.79	29.27	24.05	14.47
All Grades	23.35	23.38	25.31	53.89	48.70	54.38	22.75	27.92	20.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.51	19.23	25.61	60.98	70.51	54.88	19.51	10.26	19.51
Grade 4	12.64	15.19	21.52	59.77	65.82	65.82	27.59	18.99	12.66
Grade 5	29.76	22.67	10.84	54.76	53.33	75.90	15.48	24.00	13.25
Grade 6	19.51	11.25	14.47	65.85	83.75	75.00	14.63	5.00	10.53
All Grades	20.30	16.99	18.13	60.30	68.59	67.81	19.40	14.42	14.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.05	30.77	18.29	51.22	48.72	50.00	20.73	20.51	31.71
Grade 4	16.09	21.52	20.25	57.47	50.63	54.43	26.44	27.85	25.32
Grade 5	30.95	22.67	18.07	45.24	58.67	56.63	23.81	18.67	25.30
Grade 6	19.51	26.25	31.58	65.85	51.25	53.95	14.63	22.50	14.47
All Grades	23.58	25.32	21.88	54.93	52.24	53.75	21.49	22.44	24.38

Conclusions based on this data:

1. School wide testing participation rate remains strong.
2. Overall ELA performance showed a small increase.
3. Greatest improvement came in writing, and the least growth came in research/inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	83	80	82	82	77	82	82	77	82	98.8	96.3	100
Grade 4	87	79	81	86	79	79	86	79	79	98.9	100	97.5
Grade 5	89	76	84	84	75	83	84	75	83	94.4	98.7	98.8
Grade 6	85	83	76	82	80	76	82	80	76	96.5	96.4	100
All Grades	344	318	323	334	311	320	334	311	320	97.1	97.8	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.0	2443.1	2438.5	14.63	18.18	20.73	31.71	35.06	30.49	32.93	27.27	34.15	20.73	19.48	14.63
Grade 4	2458.0	2466.3	2472.7	13.95	16.46	13.92	26.74	25.32	26.58	31.40	34.18	39.24	27.91	24.05	20.25
Grade 5	2503.4	2505.6	2502.9	16.67	20.00	19.28	21.43	18.67	20.48	35.71	33.33	30.12	26.19	28.00	30.12
Grade 6	2536.9	2549.0	2534.5	19.51	25.00	22.37	25.61	25.00	19.74	37.80	33.75	28.95	17.07	16.25	28.95
All Grades	N/A	N/A	N/A	16.17	19.94	19.06	26.35	26.05	24.38	34.43	32.15	33.13	23.05	21.86	23.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.83	34.21	30.49	43.90	38.16	45.12	29.27	27.63	24.39
Grade 4	20.93	26.58	22.78	31.40	34.18	41.77	47.67	39.24	35.44
Grade 5	22.62	24.00	28.92	34.52	29.33	30.12	42.86	46.67	40.96
Grade 6	26.83	33.75	32.89	48.78	30.00	32.89	24.39	36.25	34.21
All Grades	24.25	29.68	28.75	39.52	32.90	37.50	36.23	37.42	33.75

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.61	35.06	23.17	46.34	45.45	58.54	28.05	19.48	18.29
Grade 4	22.09	20.25	24.05	45.35	50.63	46.84	32.56	29.11	29.11
Grade 5	17.86	24.00	22.89	54.76	53.33	42.17	27.38	22.67	34.94
Grade 6	19.51	27.50	19.74	52.44	55.00	48.68	28.05	17.50	31.58
All Grades	21.26	26.69	22.50	49.70	51.13	49.06	29.04	22.19	28.44

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.07	22.37	24.39	60.98	53.95	50.00	21.95	23.68	25.61
Grade 4	18.60	25.64	18.99	50.00	39.74	51.90	31.40	34.62	29.11
Grade 5	14.29	22.67	14.46	54.76	50.67	44.58	30.95	26.67	40.96
Grade 6	17.07	25.00	18.42	58.54	51.25	48.68	24.39	23.75	32.89
All Grades	16.77	23.95	19.06	55.99	48.87	48.75	27.25	27.18	32.19

Conclusions based on this data:

1. School wide testing participation rate remains strong.
2. The greatest growth came in concepts and procedures.
3. Small loses were seen in problem solving and communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades	*		*		*		*	4

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. * English learner population too small to report test data.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
325	45.5	1.8	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	1.8
Foster Youth	5	1.5
Homeless	1	0.3
Socioeconomically Disadvantaged	148	45.5
Students with Disabilities	36	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	27	8.3
Asian	13	4.0
Filipino	1	0.3
Hispanic	54	16.6
Two or More Races	27	8.3
Pacific Islander	1	0.3
White	200	61.5





Conclusions based on this data:

1. Student groups and race/ethnicity percentages remained largely unchanged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="185 411 477 443">English Language Arts</p>  <p data-bbox="293 493 370 520">Green</p>	<p data-bbox="672 411 948 443">Chronic Absenteeism</p>  <p data-bbox="781 493 844 520">Blue</p>	<p data-bbox="1183 411 1398 443">Suspension Rate</p>  <p data-bbox="1252 493 1328 520">Green</p>
<p data-bbox="250 611 412 642">Mathematics</p>  <p data-bbox="293 693 370 720">Yellow</p>		

Conclusions based on this data:

1. Current efforts to reduce chronic absenteeism are working.
2. Improvement is needed in English Language Arts and Mathematics.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green 4.8 points above standard Increased ++3 points 318</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange 10.4 points below standard Maintained ++0.7 points 158</p>	<p>Students with Disabilities</p>  <p>Orange 58.1 points below standard Declined Significantly -28.5 points 39</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color 23.9 points below standard Increased ++6.9 points 27</p>	<p align="center">Asian</p>  <p align="center">No Performance Color 39.8 points above standard Maintained ++2.8 points 12</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center">Hispanic</p>  <p align="center">Yellow 15.2 points below standard Increased ++4.4 points 53</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 9.3 points below standard Increased Significantly ++17.1 points 26</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">White</p>  <p align="center">Green 14.2 points above standard Maintained -0.7 points 196</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center">Reclassified English Learners</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center">English Only</p> <p align="center">4.6 points above standard Increased ++4.5 points 300</p>
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Conclusions based on this data:

1. Although most subgroups are still below standard, all but one group maintained or increased.
2. Additional supports are needed to help socioeconomically disadvantaged students and students with disabilities.

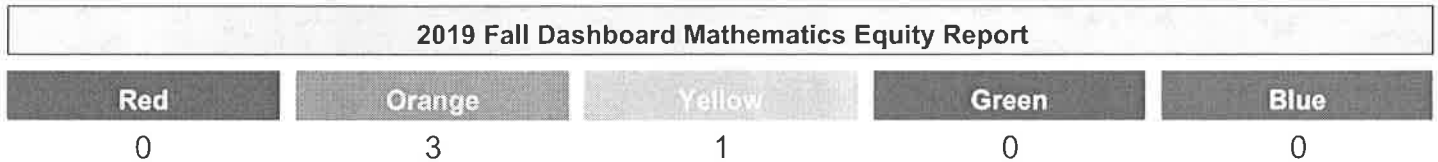
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.3 points below standard</p> <p>Declined -6.4 points</p> <p>318</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>29.1 points below standard</p> <p>Declined -5.4 points</p> <p>158</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>69.8 points below standard</p> <p>Declined Significantly -44.8 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color 32.3 points below standard Declined Significantly -18.9 points 27</p>	<p align="center">Asian</p>  <p align="center">No Performance Color 8.6 points above standard Declined -9.4 points 12</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center">Hispanic</p>  <p align="center">Orange 34.6 points below standard Declined -10.5 points 53</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 18.3 points below standard Increased Significantly ++17.1 points 26</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">White</p>  <p align="center">Yellow 1.7 points below standard Declined -6.5 points 196</p>

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center">Reclassified English Learners</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center">English Only</p> <p align="center">10.8 points below standard Declined -4.1 points 300</p>
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Conclusions based on this data:

1. Additional supports are needed for socioeconomically disadvantaged students, and those with disabilities.
2. Every group/race declined in mathematics, with the exception of those identifying as two or more races.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress



No Performance Color
making progress towards English
language proficiency

Number of EL Students:

Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest
Performance



Red



Orange



Yellow



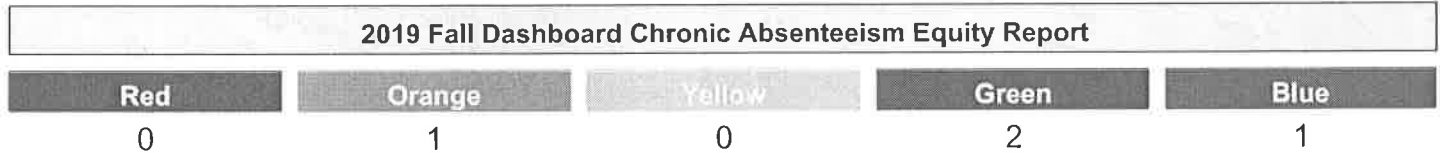
Green



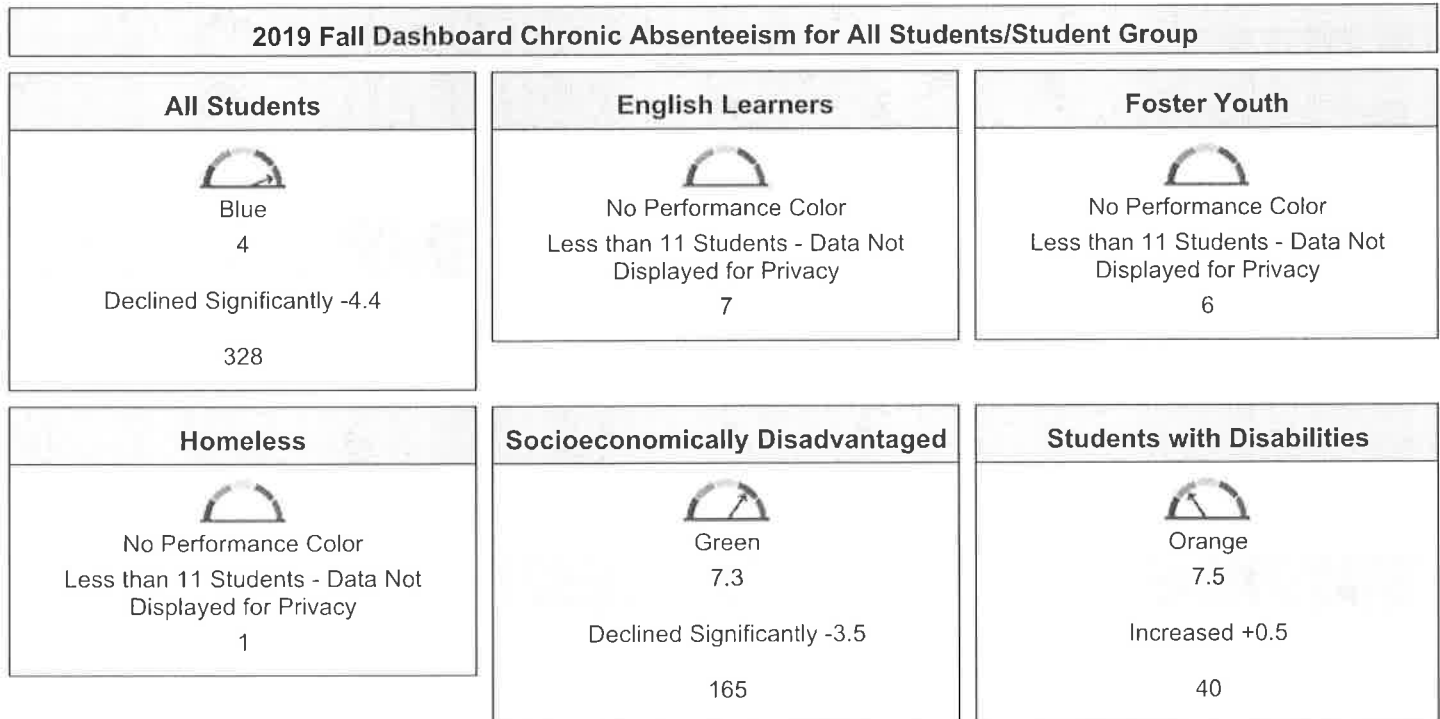
Blue

Highest
Performance









This section provides number of student groups in each color.



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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color 10.7 Increased +0.7 28</p>	<p align="center">Asian</p>  <p align="center">No Performance Color 0 Declined -10.5 13</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center">Hispanic</p>  <p align="center">Green 7.4 Declined -2.6 54</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 3.7 Declined -14.5 27</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">White</p>  <p align="center">Blue 2.5 Declined Significantly -3.3 202</p>

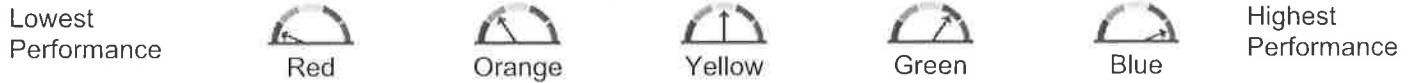
Conclusions based on this data:

1. Continue strong performance through ongoing communication of the importance of attendance.

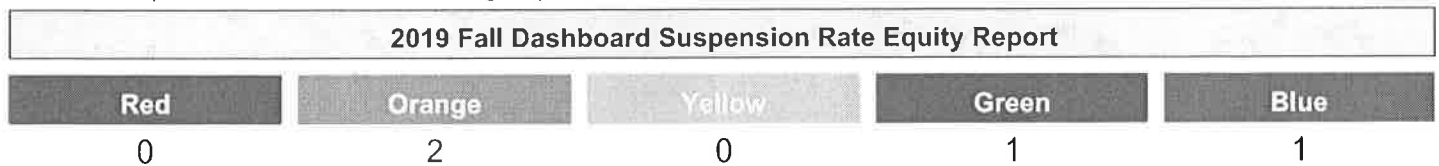
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green 1.2 Declined -0.8 329</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green 1.2 Declined Significantly -2.1 165</p>	<p>Students with Disabilities</p> <p>Orange 5 Increased +0.3 40</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color 0 Declined -12.9 28</p>	<p align="center">Asian</p>  <p align="center">No Performance Color 0 Maintained 0 13</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center">Hispanic</p>  <p align="center">Orange 3.7 Increased +3.7 54</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 0 Declined -4.3 27</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">White</p>  <p align="center">Blue 0.5 Maintained 0 203</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.7	2.1	1.2

Conclusions based on this data:

1. Overall decrease a good sign that school wide climate is continuing to improve.
2. Increase suspension rate for hispanic students and those with disabilities must be addressed.
3. Increasing the options for alternatives to suspension is required.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

Increase student achievement levels, improving the foundation for college and career readiness

Identified Need

All student will be proficient in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Number of highly qualified teachers / appropriate teacher assignments	100% highly qualified, appropriate teacher assignments	Maintain 100% highly qualified, appropriate teacher assignments
1.2 Local multiple measures of student achievement Second trimester scores best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end meeting exit standards	2017 multiple measures indicated progress at the 2nd trimester "progressing" or "met": reading, 69%; writing, 57%, math, 70%	1% increase in achievement in math and ELA for all groups multiple measures progress at the 2nd trimester "progressing" or "met": reading, 71%; writing, 59%, math, 72%
1.3 A broad course of study provided to all students	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education as reflected in progress summaries	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education as reflected in progress summaries
1.4 CAASPP scores	CAASPP 2015 16 Met/Exceeded 2015 16 47% ELA 40% Math ELA Dashboard All students: Low/yellow 8.5 pts below level	CAASPP 2018 2019 Meet/Exceed 50% ELA 43% Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students: Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low/yellow 42.1 points below level 3 Hispanic: Low/red 45.3 points below level 3	ELA Dashboard All students: increase 3.5 pts above level 3 Socioeconomically disadvantaged: increase 20.1 points below level 3 Hispanic: increase 18.6 points below level 3 Math Dashboard All students: increase 5.7 points below level 3 Socioeconomically disadvantaged: increase 30.1 points below level 3 Hispanic: increase 33.3 points below level 3
1.5 5th grade Science California Science Test scores	California Science Test no longer exists. CAST baseline set in 2018 19	CAST first year of reportable scores 2018 2019
1.6 Class size	Class size 24:1 or less, grades TK3 28 or less, 4 6	Maintain class size 24:1 or less, grades TK - 3; 28 or less, 4 - 6
1.7 English learner redesignation CELDT	13 EL students, of which 5 were reclassified in the fall of 2018, using the summative ELPAC assessment	Of all students assessed with the ELPAC, 50% will improve at least one performance level in a category
1.8 NGSS materials purchase & implementation	NGSS pilot materials purchase and implemented to determine if the Amplify Science curriculum meets the district's needs.	NGSS materials in classrooms, Fall 2019
1.9 5th grade physical fitness scores	74% met six of six fitness standards	Maintain 75% six of six fitness standards
1.10 Professional development registration / attendance records	95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards
1.11 Participation rates in arts opportunities	100% students receiving music instruction	Maintain 100% students receiving music instruction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1

a. Students taught by 27.4 highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program

b. Provide induction support as needed - BTSA

c. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,767,545	LCFF 0000, -1100, 1301, 1302, 1303; 4035-, 1100; 1400
14,000	Title II Part A: Improving Teacher Quality 4035--5800
18,000	LCFF 0000--1133--A100

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2

Provide Tier 2 RTI / Targeted Intervention Program (TIP)

0.10 FTE coordinator

Program oversight and training, providing research--based curriculum and assessment 1:1 or small group direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,803	LCFF
	0000--1133--A100

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3
Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.

- a. 0.30 FTE Certificated coordinator Tier II
- b. 0.50 hour daily per 25 classroom assistants
- c. 0.20 FTE Certificated coordinator Tier III
- d. Assessment/instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,400	LCFF - Supplemental
	0001--1133--A100
29,775	LCFF - Supplemental
	0001--2100--A100
108,028	LCFF - Supplemental
	0001--1133--A100
1,000	LCFF - Supplemental
	0001--4312

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4

Provide special education and speech and language services

- a. 2.0 FTE resource teacher salary
- b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
- c. Supplies
- d. Other Operating Expenses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
196,208	Special Education 3310--1104; 6500--1104)(FN 1120/1190
61,209	Special Education 6500--1104 (FN 1190); 3310--2103; 6500--2103, 6500--2122
1,150	Special Education 6500--4310
8,192	Special Education 6500--5800 (FN 1120, 1190, 3120)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5

Maintain TK - 2 Special Day Class at Ridgewood School

- a. 1.0 FTE teacher
- b. 1.122 FTE assistants
- c. Books and Supplies
- d. Furniture and Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
77,894	Special Education 6500--1104
33,345	Special Education 6500--2103
7,500	LCFF 0000--4310--A100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6

Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom

- a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
- b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
122,747	LCFF - Supplemental 0001--1100; 0001--2100
279,629	Title I 3010--2100--A100; 0000--2100--A100

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Provide GATE services, grades 4-6 0.30 FTE Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,513	LCFF 0000--1133-A100

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8

Evaluate, monitor, and modify formative and summative multiple measures assessment tools

- a. Leadership Team Stipend
- b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
7,021	LCFF 0000--4391--A100

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9

Staff libraries for increased access for students, staff, and families

- a. 1.50 FTE Library tech / aide
- b. Supplies
- c. Professional Development
- d. Certificated Librarian services through contract with HERC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
81,685	LCFF 0000--2216--A100
200	LCFF 0000--4391--A100
70	LCFF 0000--5800--A100

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide instructional materials for EL & R-FE students as determined by individual need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,992	LCFF - Supplemental 0001--4310

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11

Implement CA Standards (based upon the CCSS); provide high -quality, standards- based curriculum; grades 1 - 4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials

a. Consumable materials / eAssessments

- b. Purchase NGSS curriculum materials
- c. Purchase Amplify Science
- d. Purchase Step Up to Writing Classroom kits
- e. Teacher stipend
- f. Substitutes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	Lottery: Instructional Materials 6300--4110
200,000	LCFF 0000--4110; 6300
4,863	LCFF 0000--4110
12,643	LPIE 7510--4391
1,200	LCFF 0000--1150
2,000	Title II Part A: Improving Teacher Quality 4035--1140--A100

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12

Implement physical education program to promote healthy lifestyle and physical activity

- a. Purchase SPARK equipment
- b. Athletic Director Stipend

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF 0000--4400
1,218	LCFF 0000--1132

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13

- a. Provide cross--curricular arts opportunities in partnership with community groups
- b. Purchase high -quality art supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF 0000--4310--A100
3,000	LCFF 0000--4310--A100

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14

Support professional development – CA Standards implementation, curriculum & instruction, including technology

- a. Leadership Team

- b. Registration Fees, etc.
- c. Professional Development presenter fee

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
17,272	Title II Part A: Improving Teacher Quality 4035--5210
5,000	LPIE 7510--5210--A100

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15

Maintain 1.0 FTE music teacher. For some students identified in the unduplicated group, this is an opportunity not otherwise available to access music instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67,535	LCFF 0000--1102
22,512	LCFF - Supplemental 0001--1102
170	LCFF 0000--5635

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.16

Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,600

LCFF

0000--5800--A100

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17

Replace aging / obsolete technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,000

LCFF

0000--4400

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18

Provide devices / apps for unduplicated count students to support classroom learning and TIP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700	LCFF - Supplemental 0001--4450 LCFF

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.19
Provide tech support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,323	LCFF 0000--2900--A200

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20
Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School.

- a. .20 FTE Ridgewood Certificated Coordinator
- b. .25 FTE Ridgewood Classified Assistant Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,605	LCFF - Supplemental 0001--1133
9,718	LCFF - Supplemental 0001--2900

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) and Mathematics Assistance Program are fully--implemented, class sizes were kept to below Ed Code standards, and the few EL students were supported as required.

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

N/A

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.

No changes are expected for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Identified Need

All students will feel safe and welcome at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Suspension / expulsion rates	<p>Six students suspended, of an enrollment of 622 throughout the 2016 17 school year: .9%.</p> <p>Dashboard data reflects the change from 2013 14 to 2014 15 (two school years prior to the 2016 2017 Annual Update) All students 597: 1.7% medium/orange +.8, from 8 to 9 students Socioeconomically disadvantaged 271: 2.2% medium/yellow, same 6 students Students with disabilities 46: 6.5% very high/red + 6.5, from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017.</p> <p>Expulsion rate = 0%</p>	<p>Maintain suspension rate at .7% or lower</p> <p>Expulsion rate = 0%</p>
2.2 CHKS results	<p>71% response rate (51 of 72 fifth grade students) reference</p>	<p>Increase ratings by 1% School connectedness (high) 60%;</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	survey data@wested.org; School connectedness (high) 57%; Academic motivation (high) 41%; Caring adult relationships (high) 57%; High expectations (high) 61%; Meaningful participation (high) 10%; Feel safe at school 76%; Students wellbehaved 51%; Students treated fairly when break school rules 52%; Students treated with respect 86%	Academic motivation (high) 44%; Caring adult relationships (high) 60%; High expectations (high) 64%; Meaningful participation (high) 13%; Feel safe at school 80%; Students wellbehaved 54%; Students treated fairly when break school rules 55%; Students treated with respect 89%
2.3 Facility Inspection Tool	"good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
2.4 Williams Report	"no complaints" status	Every pupil in the school district has sufficient access to standards-aligned instructional materials.
2.5 Custodian staffing levels	Maintain 2014-15 staffing levels	Maintain 2014-15 staffing levels
2.6 Attendance rates	Attendance rate at 2017 P2: 95.19%	Attendance rate at 2020 P2: 95.39%
2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change	Chronic absence rate at 2017 P2: 8.33%	Chronic absence rate at 2020 P2: 7.33%
2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 83 parent response / 133 student response 35% 100% participation in IEPs LCAP community meeting 20 participants,	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 97 parent response / 150 student response 100% participation in IEPs LCAP community meeting 30 participants
2.9 School meals served	2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584	2019-2020 2% increase Total lunches.....26,283 Total breakfasts.....6,028

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1

Provide school social work and/or behavioral services

a. .50 FTE School Social Worker

b. .375 FTE Temporary 1:1 Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,159	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205 1000-1999
14,963	Special Education 2000-2999: Classified Personnel Salaries 6500--2132 2000-2999

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2

Focus school social work services on unduplicated count students - .80 FTE School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
61,586	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0001--1205--A200 1000-1999

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- a. Facilitator Stipend
- b. Team Stipends
- c. Professional Development
- d. Classroom Aide Training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,432	LCFF 1000-1999: Certificated Personnel Salaries 0000--1132 1000-1999
8,512	LCFF 1000-1999: Certificated Personnel Salaries 0000--1133 1000-1999
2,000	LCFF 2000-2999: Classified Personnel Salaries 0000--5210 5000-5999
2,500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100 2000-2999

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4
Administer the CHKS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
180	LCFF 4000-4999: Books And Supplies 0000--4391-A200 4000-4999

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5

Provide adequate maintenance/custodial staff and resources

- a. 3.92 FTE Maintenance/Custodial Staff
- b. Supplies
- c. Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

325,304

LCFF
1000-1999: Certificated Personnel Salaries
0000--2213; 0000--2214 1000-1999

50,000

LCFF
4000-4999: Books And Supplies
0000--4374; 0000--4381 4000-4999

2,000

LCFF
4000-4999: Books And Supplies
0000--4384; 0000--4389 4000-4999

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6

Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)

- a. Classroom Supplies
- b. Classroom Desks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF 4000-4999: Books And Supplies 0000--4310-A200 4000-4999
20,000	LCFF 4000-4999: Books And Supplies 0000--4421 4000-4999

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- a. Flooring replacement
- b. Cutten School exterior painting
- c. Paving - resurfacing & repair jobs
- d. Cutten Community building remodel
- e. Cutten kitchen improvements

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800--0000 5800
160,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
55,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
100,000	LCFF 5000-5999: Services And Other Operating Expenditures 0230--5800 5800
36,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.8
Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies 0015--4310--2000 4000-4999
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.9
Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings

- a. SchoolWise mass notification system
- b. School Wise student information system
- c. 1.29 FTE school secretary -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
6,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
92,114	LCFF 2000-2999: Classified Personnel Salaries 0000--2406 2000-2999

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance school meal program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,371	LCFF None Specified 0000--7616

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11

Provide bus transportation within the district, and field trip transportation

a. 0.75 FTE bus drivers

- b. 0.10 FTE business manager
- c. Fuel, parts for repair
- d. vehicle maintenance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
65,041	LCFF 2000-2999: Classified Personnel Salaries 0210--2203 2000-2999
11,233	LCFF 2000-2999: Classified Personnel Salaries 0210--2304 2000-2999
6,270	LCFF 4000-4999: Books And Supplies 0210--4365; 0210--4362 4000-4999
7,200	LCFF 5000-5999: Services And Other Operating Expenditures 0210--5634 5000-5999

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2-12 Decrease suspension rate
 - a. .10 Social Worker
 - b. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
1,200	LCFF 4000-4999: Books And Supplies

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.13

Decrease chronic absenteeism

- a. School Social Worker salary .10 FTE
- b. Administrative support for attendance and parent education
- c. Parent education
- d. Materials
- e. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
10,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
300	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.14 Bus transportation service for low-income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
68,680	LCFF None Specified 0001--8980

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15

Implement fifth and sixth grade Student Council at Cutten.

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries 0000--1150 1000-1999
750	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
250	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5801--A200 5000-5999

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16

Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
500	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17

Implement district-wide anti--bullying committee including staff and parent representatives.

- a. Supplies
- b. Child care

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100--A200 2000-2999

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Provide attendance and parent education support, focusing on unduplicated student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
0001--1192--7100--1134--0000 1000-1999

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

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

N/A

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.

No changes are expected for this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$318,132
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,559,158.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$289,361.00
Title II Part A: Improving Teacher Quality	\$33,272.00

Subtotal of additional federal funds included for this school: \$322,633.00

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

State or Local Programs	Allocation (\$)
LCFF	\$4,385,358.00
LCFF - Supplemental	\$428,063.00
Lottery: Instructional Materials	\$12,000.00
LPIE	\$17,643.00
Parent-Teacher Association (PTA)	\$500.00
Special Education	\$392,961.00

Subtotal of state or local funds included for this school: \$5,236,525.00

Total of federal, state, and/or local funds for this school: \$5,559,158.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	4,385,358.00
LCFF - Supplemental	428,063.00
Lottery: Instructional Materials	12,000.00
LPIE	17,643.00
Parent-Teacher Association (PTA)	500.00
Special Education	392,961.00
Title I	289,361.00
Title II Part A: Improving Teacher Quality	33,272.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,781,545.00
1000-1999: Certificated Personnel Salaries	445,609.00
2000-2999: Classified Personnel Salaries	188,351.00
4000-4999: Books And Supplies	115,200.00
5000-5999: Services And Other Operating Expenditures	345,950.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00
None Specified	96,051.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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	LCFF	481,701.00
	LCFF	2,767,545.00
1000-1999: Certificated Personnel Salaries	LCFF	374,023.00
2000-2999: Classified Personnel Salaries	LCFF	173,388.00
4000-4999: Books And Supplies	LCFF	113,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	343,450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	36,000.00
None Specified	LCFF	96,051.00
	LCFF - Supplemental	352,477.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	71,586.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
	Lottery: Instructional Materials	12,000.00
	LPIE	17,643.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
	Special Education	377,998.00
2000-2999: Classified Personnel Salaries	Special Education	14,963.00
	Title I	289,361.00
	Title II Part A: Improving Teacher Quality	19,272.00
	Title II Part A: Improving Teacher Quality	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,331,997.00
Goal 2	1,227,161.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
August Deshais	Principal
Kaycee Cook	Classroom Teacher
Lori Dickinson	Classroom Teacher
Audrea Filbey	Classroom Teacher
Susie Smelser	Other School Staff
Diana Baclagan	Parent or Community Member
Karen Bazzano	Parent or Community Member
Kami Edmonds	Parent or Community Member
Chris Mikkelson	Parent or Community Member
Amber Syvertson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, August Deshais on

SSC Chairperson, Karen Bazzano on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgewood Elementary School	12-62745-6007744	January 19, 2021	February 8, 2021

Purpose and Description

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

Schoolwide Program

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

A variety of goals, actions, and services are in place to ensure we meet the two goals in our Local Control and Accountability Plan. Those goals are 1) Increase student achievement levels, improving the foundation for college and career readiness, and 2) Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Annual review of progress toward these goals is performed through the following:

- Stakeholder surveys and meetings
- Review of student performance data by school staff
- Progress monitoring by district Leadership Team
- Development of this plan by the School Site Council

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
Student Population.....	12
Overall Performance	13
Academic Engagement.....	14
Conditions & Climate.....	16
Goals, Strategies, & Proposed Expenditures.....	18
Goal 1.....	18
Goal 2.....	32
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Instructions: Linked Table of Contents.....	50
Purpose and Description.....	51
Stakeholder Involvement.....	51
Resource Inequities	51
Goals, Strategies, Expenditures, & Annual Review	52

Annual Review	53
Budget Summary	54
Appendix A: Plan Requirements	56
Appendix B:	59
Appendix C: Select State and Federal Programs	61

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Throughout the school year a variety of surveys and meetings are used to collect stakeholder input. These include LCAP surveys and meetings with parents/guardians/community members and staff.

The LCAP survey results show strong majorities of parents/guardians feel the school meets or exceeds expectations in academics, school climate, and the condition of the facilities.

Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff that have been with the district for ten or fewer years. Certificated staff with more than ten years in the district receive formal evaluations once every five years.

Overall, formal and informal observations show that our teachers have a strong commitment to student achievement and to creating warm and welcoming classroom environments. High expectations, differentiation, and consistency in teaching to multiple learning styles are common throughout the school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Multiple Measures

All students are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Each fall, CAASPP results from the previous year are reviewed by grade level teams to identify areas of strength and need.

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

Ongoing assessment results are analyzed by grade-level teams and the district Leadership Team throughout the school year to help inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential
3. Demonstrated core academic subject matter competence

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

One hundred percent of our faculty are fully credentialed and appropriately assigned. In addition to professional development opportunities offered during preservice duty days and events throughout the school year, the district also sponsors staff to attend locally offered workshops, classes, and conferences.

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

Each year the district Leadership Team selects one or more professional focus areas based on current goals based on student assessment and parent survey data.

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

Under the direction of the district Leadership Team, support is provided to teachers based on assessment data and teacher feedback.

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

Structured grade level collaboration is scheduled at least once per month during weekly early dismissal days.

Teaching and Learning

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

All teaching materials in English language arts, mathematics, and history/social studies are fully aligned with current California state standards. The will continue the process of selecting a science curriculum aligned with the Next Generation Science Standards in the coming year.

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

At the beginning of each school year teachers submit weekly schedules to the site administrator to ensure the recommended instruction minutes are taught in each subject.

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

Grade level teams reevaluate year long scope and sequencing at the start of each school year to ensure appropriate lesson and unit pacing.

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

Standards-based instructional materials are available to 100% of students.

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

All teachers utilize standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

In addition to classroom differentiation, the school offers multiple intervention programs and supports, including:

- Classroom Instructional Aids: Three hour daily aide in every classroom
- Tier II Intervention in ELA and mathematics

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

- 100% highly qualified teaching staff
- 100% Common Core aligned instructional materials
- Multiple intervention programs and supports utilizing research-based materials and assessments (see above)

Parental Engagement

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

In addition to the services mentioned above, our actively involved community also helps support all students. The Parent Teacher Association provides annual funding for a variety of activities and programs intended to increase student engagement and achievement.

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

The School Site Council provides input on school programs throughout the school year, which is referenced in the development and review of ConApp programs.

Funding

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

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade TK-2)
- Classroom instructional aides in every classroom (TK-2)
- Multiple intervention programs and supports utilizing research-based materials and

assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

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

Annual review and update of the SPSA is based on results from LCAP stakeholder surveys and input from the School Site Council.

Resource Inequities

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

Through the LCAP process and review of data by the School Site Council, the following have been identified as some of our greatest areas of need:

1. Reducing chronic absenteeism and suspension rates for all students
2. Increasing ELA and math CAASPP scores for all students
3. Need for NGSS-aligned materials in science
4. Address learning loss as a result of Covid-19

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	3.25%	2.11%	2.72%	9	6	8
African American	0.36%	0.35%	0.34%	1	1	1
Asian	2.17%	2.11%	2.72%	6	6	8
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	11.19%	11.93%	11.9%	31	34	35
Pacific Islander	0.36%	0%	0%	1	0	0
White	64.26%	64.21%	65.65%	178	183	193
Multiple/No Response	0%	0%	16.67%	0	0	0
Total Enrollment				277	285	294

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	108	112	122
Grade 1	88	83	84
Grade 2	81	90	88
Total Enrollment	277	285	294

Conclusions based on this data:

1. Enrollment (overall and subgroups) has largely remained stable during the previous three school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	8	9	7	2.9%	3.2%	2.4%
Fluent English Proficient (FEP)	0	0	4	0	0.0%	1.4%
Reclassified Fluent English Proficient (RFEP)	0	0	3	0	0.0%	33.3%

Conclusions based on this data:

1. Our percentage of EL students has remained stable over the previous three school years.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
285	43.9	3.2	1.8

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	3.2
Foster Youth	5	1.8
Homeless	4	1.4
Socioeconomically Disadvantaged	125	43.9
Students with Disabilities	26	9.1

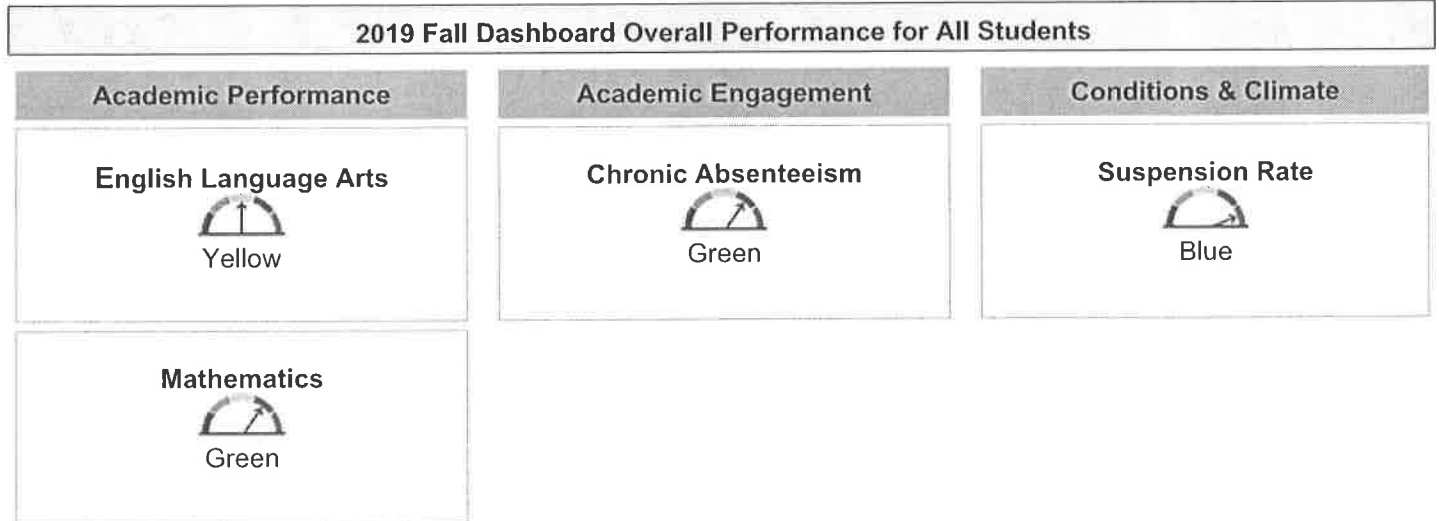
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	6	2.1
Asian	6	2.1
Filipino	0	0
Hispanic	34	11.9
Two or More Races	55	19.3
Pacific Islander	0	0
White	183	64.2

Conclusions based on this data:

1. Student groups and race/ethnicity percentages remained largely unchanged.

School and Student Performance Data

Overall Performance



Conclusions based on this data:

1. Students in grades TK-2 do not participate in CAASPP testing.

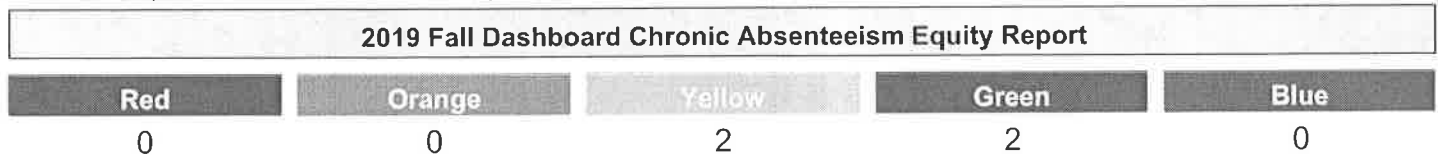
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green 8.1 Declined -2.3 296</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow 13.8 Declined -4.3 145</p>	<p>Students with Disabilities</p>  <p>No Performance Color 17.2 Declined -7.8 29</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.5 Declined -7.7 37	 Green 7.3 Declined -2.3 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 7.9 Declined -0.7 189

Conclusions based on this data:

1. Continue strong performance through ongoing communication of the importance of attendance.

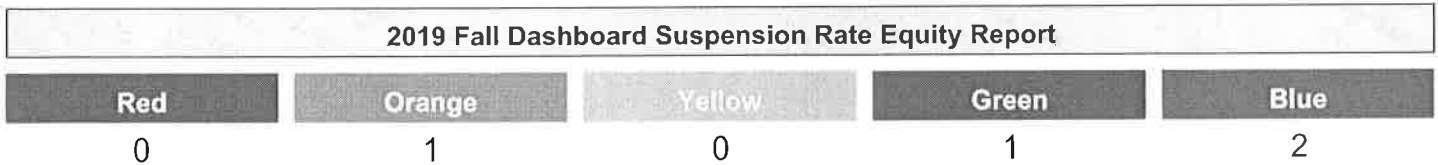
School and Student Performance Data

Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue 0.3 Maintained 0 297</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Socioeconomically Disadvantaged</p> <p>Green 0.7 Maintained -0.1 145</p>	<p>Students with Disabilities</p> <p>No Performance Color 0 Maintained 0 29</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 37	 Orange 1.8 Increased +1.8 55		 Blue 0 Declined -0.5 190

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

1. Maintained very low suspension rate for the second year in a row.
2. Small increase in suspension rate for students with two or more races must be addressed.
3. Increasing options for alternatives to suspension should continue.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

Increase student achievement levels, improving the foundation for college and career readiness

Identified Need

All student will be proficient in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Number of highly qualified teachers / appropriate teacher assignments	100% highly qualified, appropriate teacher assignments	Maintain 100% highly qualified, appropriate teacher assignments
1.2 Local multiple measures of student achievement Second trimester scores best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end meeting exit standards	2017 multiple measures indicated progress at the 2nd trimester "progressing" or "met": reading, 69%; writing, 57%, math, 70%	1% increase in achievement in math and ELA for all groups multiple measures progress at the 2nd trimester "progressing" or "met": reading, 71%; writing, 59%, math, 72%
1.3 A broad course of study provided to all students	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries
1.4 CAASPP scores	CAASPP 2015 16 Met/Exceeded 2015 16 47% ELA 40% Math ELA	CAASPP 2018 2019 Meet/Exceed 50% ELA 43% Math
	Dashboard All students: Low/yellow 8.5 pts below level	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students: Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low/yellow 42.1 points below level 3 Hispanic: Low/red 45.3 points below level 3</p>	<p>ELA Dashboard All students: increase 3.5 pts above level 3 Socioeconomically disadvantaged: increase 20.1 points below level 3 Hispanic: increase 18.6 points below level 3</p> <p>Math Dashboard All students: increase 5.7 points below level 3 Socioeconomically disadvantaged: increase 30.1 points below level 3 Hispanic: increase 33.3 points below level 3</p>
1.5 5th grade Science California Science Test scores	California Science Test no longer exists. CAST baseline set in 2018 19	CAST first year of reportable scores 2018 2019
1.6 Class size	Class size 24:1 or less, grades TK3 28 or less, 4 6	Maintain class size 24:1 or less, grades TK - 3; 28 or less, 4 - 6
1.7 English learner redesignation CELDT	13 EL students, of which 5 were reclassified in the fall of 2018, using the summative ELPAC assessment	Of all students assessed with the ELPAC, 50% will improve at least one performance level in a category
1.8 NGSS materials purchase & implementation	NGSS pilot materials purchase and implemented to determine if the Amplify Science curriculum meets the district's needs.	NGSS materials in classrooms, Fall 2019
1.9 5th grade physical fitness scores	74% met six of six fitness standards	Maintain 75% six of six fitness standards
1.10 Professional development registration / attendance records	95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards
1.11 Participation rates in arts opportunities	100% students receiving music instruction	Maintain 100% students receiving music instruction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1

a. Students taught by 27.4 highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program

b. Provide induction support as needed - BTSA

c. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,767,545	LCFF
	0000, -1100, 1301, 1302, 1303; 4035-, 1100; 1400
14,000	Title II Part A: Improving Teacher Quality
	4035--5800
18,000	LCFF
	0000--1133--A100

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2

Provide Tier 2 RTI / Targeted Intervention Program (TIP)

0.10 FTE coordinator

Program oversight and training, providing research--based curriculum and assessment 1:1 or small group direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,803	LCFF 0000--1133--A100

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.3
Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.
- a. 0.30 FTE Certificated coordinator Tier II
 - b. 0.50 hour daily per 25 classroom assistants
 - c. 0.20 FTE Certificated coordinator Tier III
 - d. Assessment/instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,400	LCFF - Supplemental 0001--1133--A100
29,775	LCFF - Supplemental 0001--2100--A100
108,028	LCFF - Supplemental 0001--1133--A100
1,000	LCFF - Supplemental 0001--4312

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4

Provide special education and speech and language services

- a. 2.0 FTE resource teacher salary
- b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
- c. Supplies
- d. Other Operating Expenses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
196,208	Special Education 3310--1104; 6500--1104)(FN 1120/1190
61,209	Special Education 6500--1104 (FN 1190); 3310--2103; 6500--2103, 6500--2122
1,150	Special Education 6500--4310
8,192	Special Education 6500--5800 (FN 1120, 1190, 3120)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5

Maintain TK-2 Special Day Class at Ridgewood School

- a. 1.0 FTE teacher
- b. 1.122 FTE assistants
- c. Books and Supplies
- d. Furniture and Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

77,894	Special Education
	6500--1104
33,345	Special Education
	6500--2103
7,500	LCFF
	0000--4310--A100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6

Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom

- a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
- b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
122,747	LCFF - Supplemental 0001--1100; 0001--2100
279,629	Title I 3010--2100--A100; 0000--2100--A100

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Provide GATE services, grades 4-6 0.30 FTE Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,513	LCFF 0000--1133-A100

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8

Evaluate, monitor, and modify formative and summative multiple measures assessment tools

- a. Leadership Team Stipend
- b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
7,021	LCFF 0000--4391--A100

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9

Staff libraries for increased access for students, staff, and families

- a. 1.50 FTE Library tech / aide
- b. Supplies
- c. Professional Development
- d. Certificated Librarian services through contract with HERC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
81,685	LCFF 0000--2216--A100
200	LCFF 0000--4391--A100
70	LCFF 0000--5800--A100

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide instructional materials for EL & R-FE students as determined by individual need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,992	LCFF - Supplemental 0001--4310

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11

Implement CA Standards (based upon the CCSS); provide high- quality, standards- based curriculum; grades 1-4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials

- a. Consumable materials / eAssessments
- b. Purchase NGSS curriculum materials
- c. Purchase Amplify Science
- d. Purchase Step Up to Writing Classroom kits
- e. Teacher stipend

f. Substitutes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	Lottery: Instructional Materials 6300--4110
200,000	LCFF 0000--4110; 6300
4,863	LCFF 0000--4110
12,643	LPIE 7510--4391
1,200	LCFF 0000--1150
2,000	Title II Part A: Improving Teacher Quality 4035--1140--A100

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12

Implement physical education program to promote healthy lifestyle and physical activity

- a. Purchase SPARK equipment
- b. Athletic Director Stipend

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF

0000--4400

1,218

LCFF

0000--1132

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13

- a. Provide cross-curricular arts opportunities in partnership with community groups
- b. Purchase high-quality art supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF

0000--4310--A100

3,000

LCFF

0000--4310--A100

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14

Support professional development – CA Standards implementation, curriculum & instruction, including technology

- a. Leadership Team
- b. Registration Fees, etc.
- c. Professional Development presenter fee

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,866	Title I 3010--1134--A100
17,272	Title II Part A: Improving Teacher Quality 4035--5210
5,000	LPIE 7510--5210--A100

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15

Maintain 1.0 FTE music teacher. For some students identified in the unduplicated group, this is an opportunity not otherwise available to access music instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67,535	LCFF 0000--1102
22,512	LCFF - Supplemental 0001--1102
170	LCFF 0000--5635

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.16

Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,600	LCFF 0000--5800--A100

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17

Replace aging / obsolete technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF 0000--4400

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18

Provide devices / apps for unduplicated count students to support classroom learning and TIP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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700

LCFF - Supplemental

0001--4450 LCFF

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.19

Provide tech support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23,323

Source(s)

LCFF

0000--2900--A200

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20

Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School.

- a. .20 FTE Ridgewood Certificated Coordinator
- b. .25 FTE Ridgewood Classified Assistant Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,605

Source(s)

LCFF - Supplemental

0001--1133

9,718

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) and Mathematics Assistance Program are fully--implemented, class sizes were kept to below Ed Code standards, and the few EL students were supported as required.

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

N/A

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.

No changes are expected for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Identified Need

All students will feel safe and welcome at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Suspension / expulsion rates	<p>Six students suspended, of an enrollment of 622 throughout the 2016 17 school year: .9%.</p> <p>Dashboard data reflects the change from 2013 14 to 2014 15 (two school years prior to the 2016 2017 Annual Update) All students 597: 1.7% medium/orange +.8, from 8 to 9 students Socioeconomically disadvantaged 271: 2.2% medium/yellow, same 6 students Students with disabilities 46: 6.5% very high/red + 6.5, from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017.</p> <p>Expulsion rate = 0%</p>	<p>Maintain suspension rate at .7% or lower</p> <p>Expulsion rate = 0%</p>
2.2 CHKS results	<p>71% response rate (51 of 72 fifth grade students) reference</p>	<p>Increase ratings by 1% School connectedness (high) 60%;</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	survey data@wested.org; School connectedness (high) 57%; Academic motivation (high) 41%; Caring adult relationships (high) 57%; High expectations (high) 61%; Meaningful participation (high) 10%; Feel safe at school 76%; Students wellbehaved 51%; Students treated fairly when break school rules 52%; Students treated with respect 86%	Academic motivation (high) 44%; Caring adult relationships (high) 60%; High expectations (high) 64%; Meaningful participation (high) 13%; Feel safe at school 80%; Students wellbehaved 54%; Students treated fairly when break school rules 55%; Students treated with respect 89%
2.3 Facility Inspection Tool	"good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
2.4 Williams Report	"no complaints" status	Every pupil in the school district has sufficient access to standards-aligned instructional materials.
2.5 Custodian staffing levels	Maintain 2014-15 staffing levels	Maintain 2014-15 staffing levels
2.6 Attendance rates	Attendance rate at 2017 P2: 95.19%	Attendance rate at 2020 P2: 95.39%
2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change	Chronic absence rate at 2017 P2: 8.33%	Chronic absence rate at 2020 P2: 7.33%
2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 83 parent response / 133 student response 35% 100% participation in IEPs LCAP community meeting 20 participants,	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 97 parent response / 150 student response 100% participation in IEPs LCAP community meeting 30 participants
2.9 School meals served	2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584	2019-2020 2% increase Total lunches.....26,283 Total breakfasts.....6,028

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1

Provide school social work and/or behavioral services

- a. .50 FTE School Social Worker
- b. .375 FTE Temporary 1:1 Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,159	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205 1000-1999
14,963	Special Education 2000-2999: Classified Personnel Salaries 6500--2132 2000-2999

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2

Focus school social work services on unduplicated count students - .80 FTE School Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
61,586	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0001--1205--A200 1000-1999

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- a. Facilitator Stipend
- b. Team Stipends
- c. Professional Development
- d. Classroom Aide Training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,432	LCFF 1000-1999: Certificated Personnel Salaries 0000--1132 1000-1999
8,512	LCFF 1000-1999: Certificated Personnel Salaries 0000--1133 1000-1999
2,000	LCFF 2000-2999: Classified Personnel Salaries 0000--5210 5000-5999
2,500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100 2000-2999

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4
Administer the CHKS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
180	LCFF 4000-4999: Books And Supplies 0000--4391-A200 4000-4999

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.5
- Provide adequate maintenance/custodial staff and resources
 - a. 3.92 FTE Maintenance/Custodial Staff
 - b. Supplies
 - c. Repairs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
325,304	LCFF 1000-1999: Certificated Personnel Salaries 0000--2213; 0000--2214 1000-1999
50,000	LCFF 4000-4999: Books And Supplies 0000--4374; 0000--4381 4000-4999
2,000	LCFF 4000-4999: Books And Supplies 0000--4384; 0000--4389 4000-4999

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.6
- Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)
 - a. Classroom Supplies
 - b. Classroom Desks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

20,000

LCFF
4000-4999: Books And Supplies
0000--4310-A200 4000-4999

20,000

LCFF
4000-4999: Books And Supplies
0000--4421 4000-4999

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- a. Flooring replacement
- b. Cutten School exterior painting
- c. Paving - resurfacing & repair jobs
- d. Cutten Community building remodel
- e. Cutten kitchen improvements

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14,000

LCFF
5000-5999: Services And Other Operating Expenditures
0230--5800--0000 5800

160,000

LCFF
5000-5999: Services And Other Operating Expenditures
0230--5800 5800

55,000

LCFF
5000-5999: Services And Other Operating Expenditures
0230--5800 5800

100,000

LCFF
5000-5999: Services And Other Operating Expenditures
0230--5800 5800

36,000

LCFF
5800: Professional/Consulting Services And Operating Expenditures
0000--5800-A200 5800

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school
 - a. Child care
 - b. Trainer / Interpreter stipends
 - c. Meeting supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies 0015--4310--2000 4000-4999
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.9 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings
 - a. SchoolWise mass notification system
 - b. School Wise student information system
 - c. 1.29 FTE school Secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
6,000	LCFF 5000-5999: Services And Other Operating Expenditures 0000--5800 5800
92,114	LCFF 2000-2999: Classified Personnel Salaries 0000--2406 2000-2999

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance school meal program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,371	LCFF None Specified 0000--7616

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11

Provide bus transportation within the district, and field trip transportation

- a. 0.75 FTE bus drivers
- b. 0.10 FTE business manager
- c. Fuel, parts for repair
- d. vehicle maintenance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
65,041	LCFF 2000-2999: Classified Personnel Salaries 0210--2203 2000-2999
11,233	LCFF 2000-2999: Classified Personnel Salaries 0210--2304 2000-2999
6,270	LCFF 4000-4999: Books And Supplies 0210--4365; 0210--4362 4000-4999
7,200	LCFF 5000-5999: Services And Other Operating Expenditures 0210--5634 5000-5999

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2-12 Decrease suspension rate
- a. .10 Social Worker
- b. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
1,200	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.13

Decrease chronic absenteeism

- a. School Social Worker salary .10 FTE
- b. Administrative support for attendance and parent education
- c. Parent education
- d. Materials
- e. Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,808	LCFF 1000-1999: Certificated Personnel Salaries 0000--1205--A200 1000-1999
10,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
300	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
1,000	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.14 Bus transportation service for low-income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
68,680	LCFF

None Specified
0001--8980

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15

Implement fifth and sixth grade Student Council at Cutten.

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF
1000-1999: Certificated Personnel Salaries
0000--1150 1000-1999

750

LCFF
4000-4999: Books And Supplies
0000--4310--A200 4000-4999

250

LCFF
5000-5999: Services And Other Operating
Expenditures
0000--5801--A200 5000-5999

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16

Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 0001--5800 5800
500	LCFF - Supplemental 4000-4999: Books And Supplies 0001--4310 4000-4999

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17

Implement district-wide anti-bullying committee including staff and parent representatives.

- a. Supplies
- b. Child care

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies 0000--4310--A200 4000-4999
500	LCFF 2000-2999: Classified Personnel Salaries 0000--2100--A200 2000-2999

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Provide attendance and parent education support, focusing on unduplicated student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0001--1192--7100--1134--0000 1000-1999

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

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

N/A

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.

No changes are expected for this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$318,132
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,559,158.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$289,361.00
Title II Part A: Improving Teacher Quality	\$33,272.00

Subtotal of additional federal funds included for this school: \$322,633.00

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

State or Local Programs	Allocation (\$)
LCFF	\$4,385,358.00
LCFF - Supplemental	\$428,063.00
Lottery: Instructional Materials	\$12,000.00
LPIE	\$17,643.00
Parent-Teacher Association (PTA)	\$500.00
Special Education	\$392,961.00

Subtotal of state or local funds included for this school: \$5,236,525.00

Total of federal, state, and/or local funds for this school: \$5,559,158.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	4,385,358.00
LCFF - Supplemental	428,063.00
Lottery: Instructional Materials	12,000.00
LPIE	17,643.00
Parent-Teacher Association (PTA)	500.00
Special Education	392,961.00
Title I	289,361.00
Title II Part A: Improving Teacher Quality	33,272.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,781,545.00
1000-1999: Certificated Personnel Salaries	445,609.00
2000-2999: Classified Personnel Salaries	188,351.00
4000-4999: Books And Supplies	115,200.00
5000-5999: Services And Other Operating Expenditures	345,950.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00
None Specified	96,051.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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	LCFF	481,701.00
	LCFF	2,767,545.00
1000-1999: Certificated Personnel Salaries	LCFF	374,023.00
2000-2999: Classified Personnel Salaries	LCFF	173,388.00
4000-4999: Books And Supplies	LCFF	113,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	343,450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	36,000.00
None Specified	LCFF	96,051.00
	LCFF - Supplemental	352,477.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	71,586.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
	Lottery: Instructional Materials	12,000.00
	LPIE	17,643.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
	Special Education	377,998.00
2000-2999: Classified Personnel Salaries	Special Education	14,963.00
	Title I	289,361.00
	Title II Part A: Improving Teacher Quality	19,272.00
	Title II Part A: Improving Teacher Quality	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,331,997.00
Goal 2	1,227,161.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
August Deshais	Principal
Kaycee Cook	Classroom Teacher
Lori Dickinson	Classroom Teacher
Audrea Filbey	Classroom Teacher
Susie Smelser	Other School Staff
Diana Baclagan	Parent or Community Member
Karen Bazzano	Parent or Community Member
Kami Edmonds	Parent or Community Member
Chris Mikkelson	Parent or Community Member
Amber Syvertson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Susan Ivey on

SSC Chairperson, Karen Bazzano on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Cutten Elementary School District

Personnel

BP 4119.41

BP 4219.41

EMPLOYEES WITH INFECTIOUS DISEASE

BP 4319.41

The Governing Board desires to promote the health of district students and staff in order to reduce absenteeism and enhance employee and student performance. The Superintendent or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at district schools.

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, bloodborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

In accordance with law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

To prevent the outbreak or spread of infectious diseases, the Superintendent or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the district's emergency preparedness plan.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable infectious disease. In addition, a school nurse or other health care provider who knows of or is in attendance on a case or suspected case of any of the diseases or conditions listed in 17 CCR 2500 shall make a report to the local health officer. If no health care provider is in attendance, any individual having knowledge of a person who is suspected to be suffering from one of the specified diseases or conditions may make a report to the local health officer. (17 CCR 2500, 2508)

Nondiscrimination/Reasonable Accommodation

The district shall not discriminate against any employee or job applicant who has an infectious disease that meets the federal or state definition of a disability under the Americans with Disabilities Act, California Fair Employment and Housing Act, or Section 504 of the Federal Rehabilitation Act. (Government Code 12900-12996; 29 USC 794; 42 USC 12101-12213)

Upon request, any qualified person with a disability shall be provided reasonable accommodation to perform the essential duties of his/her position in accordance with the criteria and processes described in AR 4032 - Reasonable Accommodation.

Cutten Elementary School District

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

49406 Examination for tuberculosis (employees)

CIVIL CODE

56-56.37 Confidentiality of medical information

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

HEALTH AND SAFETY CODE

120975-121020 Mandated blood testing and confidentiality to protect public health

CODE OF REGULATIONS, TITLE 2

7293.5-7294.2 Discrimination based on disability

CODE OF REGULATIONS, TITLE 5

5502-5504 Medical certification

CODE OF REGULATIONS, TITLE 17

2500 Reportable diseases and conditions

2508 Reporting of communicable diseases; duty of schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

COURT DECISIONS

Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045

School Board of Nassau County, Florida v. Arline, (1987) 408 U.S. 273

Approved:

STAFF DEVELOPMENT

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction

Cutten Elementary School District

10. Knowledge of topics related to student health, safety, and welfare
11. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

Approved:

NEGOTIATIONS/CONSULTATION

The Governing Board recognizes its responsibility to represent the public's interests in the collective bargaining process. In ratifying agreements on employee contracts, the Board's priority shall be to provide students with a high-quality instructional program based on a sound, realistic budget.

The Board and the Superintendent shall establish a bargaining team to assist in analyzing contract provisions and conducting contract negotiations. The Board shall provide its negotiator(s) with expected outcomes and clear parameters for acceptable contract provisions which promote the realization of district goals and priorities.

The Board and its bargaining team shall negotiate in good faith with exclusive employee representatives on wages, hours of employment, and other terms and conditions of employment identified in law as being within the scope of representation. (Government Code 3543.2)

When the district intends to make any change to matters within the scope of representation, it shall give reasonable written notice of its intent to the exclusive representative for the purpose of providing the exclusive representative a reasonable amount of time to negotiate with the district regarding the proposed changes. (Government Code 3543.2)

A reasonable number of representatives for employees shall have the right to receive reasonable periods of released time without loss of district compensation when meeting and negotiating and/or for the processing of grievances. (Government Code 3543.1)

Certain meetings related to negotiations shall not be open to the public in accordance with Government Code 3549.1 and 54957.6, except as otherwise required by law. Matters discussed in these meetings shall be kept in strict confidence in accordance with law.

The Board and its negotiator(s) shall not knowingly provide the employee organization with inaccurate information regarding the financial resources of the district. (Government Code 3543.5)

The Board shall monitor the progress of negotiations and carefully consider how proposed contract provisions would affect the district's short- and long-term fiscal, programmatic, instructional, and personnel goals.

The Board and/or Superintendent or designee shall keep the public informed about the progress of negotiations and the ways in which negotiations may affect district goals unless otherwise agreed upon by the district and exclusive representative.

Whenever the district has a qualified or negative certification on an interim fiscal report, it shall allow the county office of education at least 10 working days to review and comment

Cutten Elementary School District

on any proposed agreement with exclusive representatives of employees. The district shall provide the County Superintendent of Schools with all information relevant to gain an understanding of the financial impact of any final collective bargaining agreement. (Government Code 3540.2)

Once the final terms of the agreement have been ratified by the membership of the employee organization, the contract shall be presented to the Board at a public meeting for acceptance.

Any agreement adopted by the Board may be for a term not to exceed three years. (Government Code 3540.1)

In the event of an impasse in negotiations, the district shall participate in good faith in mediation and fact-finding procedures pursuant to Government Code 3548-3548.8. (Government Code 3543.5)

Following adoption of the collective bargaining agreement, any subsequent amendments shall be executed in writing and ratified by the Board and the employees' exclusive representative.

Consultation

The exclusive representative of certificated staff may consult with the Board on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks.

Legal Reference:

EDUCATION CODE

44987 Service as officer of employee organization (certificated)

45210 Service as officer of employee organization (classified)

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954

Approved:

Cutten Elementary School District

Personnel

BP 4143.1

PUBLIC NOTICE – PERSONNEL NEGOTIATIONS

Because the Board has a responsibility to represent the public's interest in negotiations with employee organizations, the Board is committed to keeping the public informed about issues being negotiated, providing members of the public an opportunity to express their views, and disclosing the position of each Board member in accordance with law.

Public Notice/Sunshining of Initial Proposals

All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation shall be presented at a public Board meeting and shall thereafter be public records. (Government Code 3547)

Meeting and negotiating between district and employee organization representatives shall not take place on these initial proposals until a reasonable time has elapsed after the submission of these proposals to enable the public to become informed and to express itself regarding the proposals at a public Board meeting. (Government Code 3547)

After the public has had an opportunity to provide input, the Board shall adopt its initial proposal at a public meeting. (Government Code 3547)

New subjects of meeting and negotiating arising after the presentation of initial proposals shall be made public within 24 hours. If a vote is taken on any such subject by the Board, each Board member's vote also shall be made public within 24 hours. (Government Code 3547)

Public Disclosure of Proposed Agreement

Before entering into a written agreement covering matters within the scope of representation, the Board shall disclose, at a public meeting, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the district under the agreement for the current and subsequent fiscal years. (Government Code 3547.5)

The Superintendent and chief business official shall certify, in writing, that any costs incurred by the district under the agreement can be met by the district during the term of the agreement and shall submit the certification to the Board prior to the Board's approval of the agreement. The certification shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term. (Government Code 3547.5)

A copy of the proposed agreement shall be made available to the public prior to the day of the Board meeting.

The Superintendent or designee shall prepare a summary of the major provisions and changes in the proposed agreement.

Cutten Elementary School District

Legal Reference:

EDUCATION CODE

42130-42134 Financial reports and certifications

GOVERNMENT CODE

3540.2 Meeting and negotiating in public educational employment

3547 Proposals relating to representation; informing public

3547.5 Major provisions of agreement with exclusive representative

CODE OF REGULATIONS, TITLE 8

32075 PERB regional office defined

Approved:

BP 4143.1

PUBLIC NOTICE – PERSONNEL NEGOTIATIONS

Public Disclosure of Proposed Agreement

The Superintendent or designee shall prepare a summary of the proposed agreement which shall include, but may not necessarily be limited to:

1. Major provisions of the agreement that affect compensation, such as:

Direct increases in salaries and percentage change in on-schedule salaries.

Changes in health and welfare benefits.

Changes in health and welfare benefit dollar contributions by the district.

Changes in step and column or longevity provisions.

Changes in overtime, differential, callback, and standby pay provisions.

Changes in staffing ratios.

One-time bonuses or off-the-schedule increases.

2. Other provisions that will result in increased costs to the district even if they do not involve an increase in employee compensation, such as class-size reduction or increased number of staff development days.

3. Costs of the proposed agreement, for the current and subsequent fiscal years, categorized for salaries, benefits, other compensation, and other noncompensation costs, including percentage increase of total compensation (salaries, benefits, and other compensation provisions) for the average represented employee as a result of the agreement and the approximate cost to the district of providing a one percent increase in total compensation.

4. Proposed source(s) of funding for the current and subsequent fiscal years including the assumptions used to determine available resources to meet the obligations of the proposed agreement.

5. Other major provisions that do not directly affect the district's costs, such as binding arbitration or grievance procedures.

Approved:

Cutten Elementary School District

Personnel

BP 4144

BP 4244

COMPLAINTS

BP 4344

The Board recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects that employees will make every effort to resolve complaints and disagreements informally before filing a formal complaint.

The Board prohibits retaliation against complainants. The Superintendent or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

All matters related to a complaint shall be kept confidential and any document, communication, or record regarding the complaint shall be placed in a separate file and shall not be placed in an employee's personnel file.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35186 Williams uniform complaint procedures

44110-44114 Reporting by school employees of improper governmental activity

GOVERNMENT CODE

3543 Public school employees' rights

3543.1 Rights of employee organizations

53296-53299 Disclosure of confidential information; whistleblower

54957 Closed session; personnel matters

LABOR CODE

1102.5-1106 Whistleblower protections

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in district programs and activities

Approved:

BP 4144 - 4244 - 4344

Cutten Elementary School District

Personnel

AG 4144

AG 4244

COMPLAINTS

AG 4344

Except as specified below, the following procedure shall be used for any complaint by an employee alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.

Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, or an urgent or emergency facility condition shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. Education Code 35186; 5 CCR 4621)

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

Any of the time limits specified in this procedure may be extended by written agreement between the district and complainant.

Step 1: Informal Complaint Process

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

Step 2: Site Level Formal Complaint Process

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given at the preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Cutten Elementary School District

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Board of Trustees

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Approved:

Cutten Elementary School District

Personnel

BP 4156.2

BP 4256.2

AWARDS AND RECOGNITION

BP 4356.2

The Board believes the district's employees are its most valuable resource and encourages recognition of the services they provide. The Superintendent or designee may issue service pins, certificates, plaques or other mementos in accordance with Board policy and administrative regulations.

The Board authorizes awards to employees who: (Education Code 44015)

1. Propose ideas or procedures which eliminate or reduce district expenditures or improve district operations.
2. Perform special acts or services in the public interest.
3. By their superior accomplishments, make exceptional contributions to the efficiency, economy, or other improvement in district operations.

As the district budget permits, the Superintendent or designee may recognize such employees by issuing service pins, certificates, plaques, and/or other mementos. In addition, he/she may recommend employees to the Board for recognition at a public Board meeting.

The Superintendent or designee shall establish procedures for the selection of individual employees to receive awards.

The Superintendent or designee may appoint one or more merit award committees consisting of Board members, district employees, and/or private citizens to review employee contributions and recommend awards.

Monetary awards to employees shall not exceed \$200 unless expressly approved by the Board. (Education Code 44015)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

35161 Powers and duties generally

37222.10 Days of significance, including Day of the Teacher

44015 Awards to employees

45460 Classified School Employee Week

Approved:

BP 4156.2 – 4256.2 – 4356.2

Cutten Elementary School District

Personnel

BP 4157.1

BP 4257.1

WORK-RELATED INJURIES

BP 4357.1

The Board desires to provide its employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process in order to reduce costs and facilitate employee recovery.

An employee shall report any work-related injury or illness to his/her supervisor as soon as practicable. Upon learning of an injury, a supervisor shall promptly report the incident to the Superintendent or designee and the insurance carrier as appropriate.

The Superintendent or designee shall ensure that every new employee is notified of his/her right to receive workers' compensation if injured at work and that injured employees are given notice of rights in accordance with law.

The Superintendent or designee shall ensure that notifications regarding workers' compensation are posted in accordance with law.

Legal Reference:

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-4855 Workers' compensation, especially:

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer 4906 Disclosures and statements

5400-5413 Notice of injury or death

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights

Approved:

Cutten Elementary School District

Personnel

BP 4158
BP 4258
BP 4358

EMPLOYEE SECURITY

The Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.

Cutten Elementary School District

3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35204 Contract with attorney in private practice or use of administrative advisor

35205 Contract for legal services

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion Grounds for suspension or expulsion

49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety act

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240 Definition of assault

241.2 Assault on school or park property against any person

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

242 Definition of battery

243 Battery; definition of "injury" and "serious bodily injury"

243.2 Battery on school or park property against any person

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626.9 Gun-Free School Zone Act of 1995

626.10 Exceptions to bringing weapons on school grounds

646.9 Stalking

12403.7 Weapons approved for self defense

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

Approved:

Cutten Elementary School District

Personnel

AG 4158

AG 4258

EMPLOYEE SECURITY

AG 4358

An employee may use reasonable and necessary force when necessary for self- defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. Education Code 44807, 49001)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. . (Welfare and Institutions Code 828.1)

Cutten Elementary School District

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student is released from juvenile court jurisdiction; it shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Use of Pepper Spray

Employees wishing to carry pepper spray on school property or to a school-related activity shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. Should the Superintendent or designee determine that the employee may not carry pepper spray, the employee shall receive a written statement of the reason for this determination.

Approved:

AR 4158 – 4258 – 4358

Cutten Elementary School District

Personnel

BP 4161

LEAVES

BP 4261

BP 4361

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, collective bargaining agreements, and merit system rules, as applicable.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff, as applicable
8. Sabbaticals for purposes of study or training related to the employee's job duties
9. Attendance at work-related meetings and staff development opportunities
10. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

Administrative and Supervisory Personnel

~~Certificated administrative and supervisory employees who are not subject to the district's
BP 4161 - 4261 - 4361~~

Cutten Elementary School District

bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

Legal Reference:

EDUCATION CODE

22850-22856 Pension benefits, STRS members on military leave
44018 Compensation for employees on active military duty
44036-44037 Leaves of absence for judicial and official appearances
44043.5 Catastrophic leave
44800 Effect of active military service on status of employees
44842 Failure to provide notice or to report to work
44940 Sex offenses and narcotic offenses; compulsory leave of absence
44962-44988 Leaves of absence (certificated)
45059 Employee ordered to active military/naval duty, computation of salary
45190-45210 Leaves of absence (classified)

FAMILY CODE

297-297.5 Registered domestic partner rights, protections and benefits

GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations
3543.2 Scope of representation
12945.1-12945.2 California Family Rights Act
20990-21013 Pension benefits, PERS members on military leave

LABOR CODE

230-230.2 Leaves for victims of domestic violence, sexual assault or specified felonies
230.3 Leave for emergency personnel
230.4 Leave for volunteer firefighters
230.8 Leave to visit child's school
233 Illness of child, parent, spouse or domestic partner

MILITARY AND VETERANS CODE

395-395.9 Military leave
395.10 Leave when spouse on leave from military deployment

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993

UNITED STATES CODE, TITLE 38

4301-4334 Uniformed Services Employment and Reemployment Rights Act of 1994

Approved:

Cutten Elementary School District

Personnel

AG 4161

LEAVES

AG 4261

AG 4361

Failure to Return to Service After Leave

In the case of a certificated employee who was on leave of absence for 20 or more consecutive working days after April 30 of the previous school year, the district may terminate the employment of such an employee if all of the following circumstances exist: (Education Code 44842)

1. The employee fails to report for duty, without good cause, at the beginning of the school year after having notified the Governing Board of his/her intention to remain in service with the district in accordance with Education Code 44842.
2. The district had specifically notified the employee, at least five days in advance, of the time and place at which the employee was to report to work.
3. The employee did not request or was not granted a leave of absence authorized by the Board.

In any such case, the district may terminate the employee's employment on the day following 20 consecutive days of absence. (Education Code 44842)

Use of Leaves by Classified Employees

A classified employee may interrupt or terminate vacation leave in order to begin another type of paid leave without a return to active service, as long as the employee provides adequate notice and relevant supporting information regarding the basis for such interruption or termination.

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Cutten Elementary School District

Personnel

AG 4161.1

AG 4261.1

PERSONAL ILLNESS/INJURY LEAVE

AG 4361.1

Certificated employees working five school days per week are entitled to 10 days leave of absence for personal illness or injury (sick leave) per school year, with full pay. Employees working less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee who is entitled to less than three days of paid sick leave due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246. (Education Code 44978)

Certificated employees may use sick leave for absences due to:

1. Temporary inability to perform assigned duties because of illness, accident, or quarantine, whether or not the cause of the absence arises out of and in the course of employment (Education Code 44964)
2. Pregnancy, miscarriage, childbirth, and related recovery (Education Code 44965, 44978)
3. Personal necessity (Education Code 44981)
4. Medical and dental appointments, in increments of not less than a half day
5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)
6. Illness of the employee's child, parent, spouse, domestic partner, or domestic partner's child for up to the amount of sick leave that would be accrued by the employee during six months at his/her then current rate of entitlement (Labor Code 233)
7. Diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5 (Labor Code 246.5)
8. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 246.5)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

Cutten Elementary School District

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

The Superintendent or designee shall notify any certificated employee who leaves the district after at least one school year of employment that if the employee accepts a certificated position in another district, county office of education, or community college district within one year, he/she may request that the district transfer his/her accumulated sick leave to the new employer. (Education Code 44979, 44980)

Notification of Absence

An employee shall notify the district of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or injury, continues to be absent from his/her duties for an additional period up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or injury. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

If a certificated employee is not medically able to resume his/her duties after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

Cutten Elementary School District

Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or other authorized health care provider. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to duty and stipulating any necessary restrictions or limitations.

Healthy Workplaces, Healthy Families Act Requirements

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249

Cutten Elementary School District

- c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
 3. Provide eligible employees written notice, on their pay stub or other document issued with their paycheck, of the amount of paid sick leave they have available
 4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

- 44964 *Power to grant leave of absence in case of illness, accident, or quarantine*
- 44965 *Granting of leaves of absence for pregnancy and childbirth*
- 44976 *Transfer of leave rights when school is transferred to another district*
- 44977 *Salary deduction during absence from duties up to five months after sick leave is exhausted*
- 44978 *Provisions for sick leave of certificated employees*
- 44978.1 *Inability to return to duty; placement in another position or on reemployment list*
- 44979 *Transfer of accumulated sick leave to another district*
- 44980 *Transfer of accumulated sick leave to a county office of education*
- 44981 *Leave of absence for personal necessity*
- 44983 *Exception to sick leave when district adopts specific rule*
- 44984 *Industrial accident or illness*
- 44986 *Leave of absence for disability allowance applicant*

LABOR CODE

- 220 *Sections inapplicable to public employees*
- 230 *Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off*
- 230.1 *Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off*
- 233 *Illness of child, parent, spouse or domestic partner*
- 234 *Absence control policy*
- 245-249 *Healthy Workplaces, Healthy Families Act of 2014*

CODE OF REGULATIONS, TITLE 5

- 5601 *Transfer of accumulated sick leave*

UNITED STATES CODE, TITLE 42

- 2000ff-2000ff-11 *Genetic Information Nondiscrimination Act of 2008*

CODE OF FEDERAL REGULATIONS, TITLE 29

- 1635.1-1635.12 *Genetic Information Nondiscrimination Act of 2008*

COURT DECISIONS

- Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406*

Approved

Cutten Elementary School District

Personnel

AG 4161.11

AG 4261.11

INDUSTRIAL ACCIDENT/ILLNESS LEAVE

AG 4361.11

An eligible employee shall be entitled to a leave of absence for an industrial accident or illness arising in the course of his/her assigned duties. (Education Code 44984, 45192)

For such leave, the employee shall be granted no more than 60 working days in any one fiscal year for the same industrial accident or illness.

To be eligible for industrial accident or illness leave, a classified employee shall have served in the district continuously for at least three years.

Allowable industrial accident or illness leave shall not be accumulated from year to year. (Education Code 44984, 45192)

When an employee is absent from his/her duties because of an industrial accident or illness: (Education Code 44043, 44044, 44984, 45192)

1. The leave shall start on the first day of absence.
2. During the period of absence, the employee shall be paid such portion of his/her wage or salary that, when added to the award granted under state workers' compensation laws, will not exceed his/her normal wage or salary.
3. The leave shall be reduced by one day for each day of authorized absence, regardless of an award granted under workers' compensation laws.
4. When the leave overlaps into the next fiscal year, the employee is entitled to only the amount of unused leave due the employee for the same illness or injury.

During any paid leave of absence, the employee shall retain any workers' compensation check received on account of an industrial accident or illness. The employee shall notify the Superintendent or designee that he/she has received such check. The Superintendent or designee shall then issue payment of the employee's normal wage or salary less an amount equivalent to the face amount of the workers' compensation check and other appropriate deductions, including, but not limited to, employee retirement contributions. Employee benefits shall be computed on the basis of the employee's regular wage or salary prior to the deduction of any amounts for temporary disability payments. (Education Code 44044)

Any employee receiving benefits under this leave shall, during periods of injury or illness, remain within California unless the Governing Board authorizes travel outside the state. (Education Code 44984, 45192)

Absence for industrial accident or illness shall not be considered a break in service of the

Cutten Elementary School District

employee. An employee using such leave shall retain all status and benefits to which he/she would otherwise be entitled.

When available industrial accident or illness leave has been exhausted, the employee shall be so notified in writing and shall be offered an opportunity to request any additional paid or unpaid leave available to the employee. (Education Code 45192)

Upon expiration of allowable leave for an industrial accident or illness, the employee may use personal illness and injury leave provided pursuant to Education Code 44977, 44978, 44983, or 45191, as applicable, provided that such leave, when added to any continuing workers' compensation award, does not result in a payment to the employee of more than his/her full wage or salary. (Education Code 44984, 45192)

If a certificated employee is unable to resume the duties of his/her position after exhausting all accumulated sick leave, including the consecutive five-month period provided by Education Code 44977, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if he/she is a probationary employee or 39 months if he/she is a permanent employee. If the employee becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

If a classified employee has exhausted all available leaves of absence, paid or unpaid, and is not medically able to resume the duties of his/her position, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. If he/she becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be employed in a vacant position in the class of his/her previous assignment over all other candidates except those on a reemployment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with seniority regulations. If the employee is medically released to return to duty but fails to accept an appropriate assignment, he/she shall be dismissed. (Education Code 45192)

Legal Reference:

EDUCATION CODE

44043 Temporary disability

44044 Temporary disability checks; waiver of endorsement to district

44977 Salary deductions during absence from duties

44978 Provisions for certificated employee sick leave

44978.1 Inability of certificated employee to return to duty; placement in another position or on reemployment list

44983 Exception to sick leave

44984 Industrial accident and illness leave, certificated employees

45191 Personal illness and injury leave, classified employees

45192 Industrial accident and illness leave, classified employees

LABOR CODE

3200-6002 Workers' compensation

Approved

Cutten Elementary School District

Personnel

AG 4161.2

PERSONAL LEAVES

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable instructions, including lesson plans as applicable, for a substitute employee.

Bereavement

Employees are entitled to a leave of up to three days, or five days if out-of-state travel is required, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled. (Education Code 44985, 45194)

Members of the immediate family include: (Education Code 44985, 45194)

1. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse
2. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister
3. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided in the section "Personal Necessity" below. (Education Code 44981, 45207)

Personal Necessity

Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee's person or property or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. A serious illness of a member of the certificated employee's immediate family (Education Code 44981)
4. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)

Cutten Elementary School District

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, personal necessity leave shall not be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The Superintendent or designee shall have final discretion as to whether or not a request reflects personal necessity.

Advance permission shall not be required of any employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of his/her immediate family, or the serious illness of a member of the employee's immediate family. (Education Code 44981, 45207)

However, the employee shall notify the Superintendent or designee of the need for the leave as soon as practicable.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

Legal Duties

An employee may take time off work in order to: (Labor Code 230)

1. Serve on an inquest jury or trial jury
2. Comply with a subpoena or other court order to appear as a witness

An employee called for jury duty shall be granted leave with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees. (Education Code 44037)

Leaves for Crime Victims

An employee may be absent from work in order to attend judicial proceedings related to a crime when he/she is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)
2. A serious felony as defined in Penal Code 1192.7(c)
3. A felony provision of law proscribing theft or embezzlement

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)

Cutten Elementary School District

Prior to taking time off, an employee shall give his/her supervisor a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

Leaves for Victims of Domestic Violence, Sexual Assault and Stalking

An employee who is a victim of domestic violence, sexual assault, or stalking as defined by law may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to him/her under the terms of his/her employment to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or his/her child
2. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking
3. Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking
4. Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking
5. Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation

Prior to taking time off, an employee shall give reasonable notice to his/her supervisor, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a domestic violence or sexual assault counselor as defined in

Cutten Elementary School District

Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

Personal Leave for a Child's School Activities

Any employee who is a parent/guardian or grandparent having custody of one or more children enrolled in grades K-12 or who attend a licensed day care facility may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to participate in school or day care activities. Such leave shall not exceed eight hours in any month of the year. The employee shall give reasonable advance notice of the absence. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If both parents/guardians of a child are employed at the same work site, this leave shall be allowed for the first parent/guardian who applies. Simultaneous absence by the second parent/guardian may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed day care facility that he/she participated in school or licensed day care facility activities on a specific date and at a particular time. (Labor Code 230.8)

Service on Education Boards and Committees

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.
2. The board, commission, organization, or group informs the district in writing of the service.
3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

Employee Organization Activities

Upon request, any certificated or classified employee shall be granted a leave of absence

Cutten Elementary School District

without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

Leave for Emergency Duty

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

Legal Reference:

EDUCATION CODE

44036-44037 *Leaves of absence for judicial and official appearances*
44963 *Power to grant leaves of absence (certificated)*
44981 *Leave of absence for personal necessity (certificated)*
44985 *Leave of absence due to death in immediate family (certificated)*
44987 *Service as officer of employee organization (certificated)*
44987.3 *Leave of absence to serve on certain boards, commissions, etc.*
45190 *Leaves of absence and vacations (classified)*
45194 *Bereavement leave of absence (classified)*
45198 *Effect of provisions authorizing leaves of absence*
45207 *Personal necessity (classified)*
45210 *Service as officer of employee organization (classified)*
45240-45320 *Merit system, classified employees*

EVIDENCE CODE

1035.2 *Sex assault counselor; definition*
1037.1 *Domestic violence counselor; definition*

FAMILY CODE

297-297.5 *Registered domestic partner rights, protections, and benefits*

GOVERNMENT CODE

3543.1 *Release time for representatives of employee organizations*
12945.1-12945.2 *California Family Rights Act*

LABOR CODE

230-230.2 *Leave for victims of domestic violence, sexual assault, or specified felonies*
230.3 *Leave for emergency personnel*
230.4 *Leave for volunteer firefighters*
230.8 *Leave to visit child's school*
233 *Illness of child, parent, spouse, domestic partner or domestic partner's child*
234 *Absence control policy*
246.5 *Paid sick days, purposes for use*

1500-1507 Civil Air Patrol leave

MILITARY AND VETERANS CODE

395.10 *Leave when spouse on leave from military deployment*

PENAL CODE

Cutten Elementary School District

667.5 Violent felony, defined

1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VII, Civil Rights Act of 1964

COURT DECISIONS

Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954

Approved:



Sue Ivey <sivey@cuttensd.org>

FW: Lease-leaseback projects for Cutten School District

Brie Gargano <brieg@studiow-architects.com>
To: Sue Ivey <sivey@cuttensd.org>

Tue, Feb 2, 2021 at 3:13 PM

See below.

**BRIE GARGANO, AIA, LEED® AP BD+C, CDT**

client leader, associate

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BrieG@StudioW-Architects.com

BCA Architects has rebranded to Studio W Architects. Read the full announcement [HERE](#).

From: dirk dinsmoreconstruction.com <dirk@dinsmoreconstruction.com>
Sent: Tuesday, February 2, 2021 2:01 PM
To: Sue Ivey <sivey@cuttensd.org>
Cc: Brie Gargano <brieg@studiow-architects.com>
Subject: Lease-leaseback projects for Cutten School District

Sue:

It is with great regret that I must inform you that Dinsmore Construction Co. will be unable to perform the Cutten School District's upcoming projects under the lease-leaseback delivery method. The skilled and trained workforce requirements for lease-leasebacks have become progressively more strict and difficult to comply with each and every year, and simultaneously the penalties for being found in noncompliance have increased to the point that it is simply too risky for us to continue pursuing more of these types of jobs. The situation was different several years ago when you advertised your RFP for lease-leaseback services; at that time we were having good success at providing quality jobs at reasonable prices using local subcontractors. As we have found out with several other school districts, delays in the originally planned DSA approval/start of construction dates have had the unfortunate consequence of moving these projects to a time when the benefits of the lease-leaseback delivery method have been stripped away due to the imposition of onerous requirements.

It is my recommendation that you revert back to the traditional low-bid project delivery system. We would be interested in bidding on your projects under that scenario, dependent of course on our workload at the time.

Please feel free to call me if you have any questions.

Sincerely,

Dirk Dinsmore, Owner

Dinsmore Construction Co.

50 Main Street

Fortuna, CA 95540

Ph. 707-725-4900

Fax 707-725-4905