



BOARD OF EDUCATION - REGULAR MEETING  
VIA WEBINAR TELECONFERENCE

**AGENDA**

District Office - Board Room  
500 N. Walnut Street, La Habra, CA 90631

Thursday, February 11, 2021 06:00 PM

**4:00 p.m. - Work/Study Session**

**5:00 p.m. - Closed Session**

**6:00 p.m. – Call to Order/Regular Meeting**

**(Meetings are recorded for use in official minutes)**

Pursuant to Governor Newsom's Executive Order N-29-20, this Regular Meeting of the La Habra City School District Board shall be held by teleconference. Trustees of La Habra City School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following link [lahabraschools.org/live](https://lahabraschools.org/live). Public comments may be submitted by email to [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on Thursday, February 11, 2021. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. All email correspondence relating to this meeting will become part of the Board minutes. Work/Study Session begins at 4:00 p.m., Closed Session at 5:00 p.m. and will reconvene into Open Session at 6:00 p.m. Closed Session will be conducted in accordance with applicable sections of California Law.

**1. Work/Study Session**

**Start time: 04:00 PM**

School principals will present their Single Plans for Student Achievement.

**2. Adjourn to Closed Session**

**3. Closed Session**

a. Public Employee Discipline/Dismissal/Release/Personnel Matters  
Government Code Sections 54954.5(d), 54957

b. Conference with Labor Negotiators District representatives:  
Dr. Joanne Culverhouse, Superintendent  
Employee Organization(s): California School Employees Association (CSEA),

**4. Second Call to Order**

Start time: 06:00 PM

- Welcome
- Pledge of Allegiance

**5. Report from Closed Session**

**6. Action Item: Adoption of Agenda**

**(Action)**

Motion\_\_\_\_\_

Second\_\_\_\_\_

Roll Call\_\_\_\_\_

**7. Action Item: Approval of Minutes of the Regular Meeting of January 14, 2021.**

**(Action)**

Motion\_\_\_\_\_

Second\_\_\_\_\_

Roll Call\_\_\_\_\_

**8. Correspondence: Clerk of the Board**

**9. Public Interest**

- ASES Update - Mario Carlos, Ed. D., Associate Superintendent of Human Resources

**10. Public Comment**

Persons who wish to comment on topics included on the Open Session Agenda are invited to submit comments via email to the following email - [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on February 11, 2021. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. Please note, all email correspondence relating to this meeting will become part of the Board minutes. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.

**11. CONSENT CALENDAR**

**(Action)**

Motion\_\_\_\_\_

Second\_\_\_\_\_

Roll Call\_\_\_\_\_

**a. EDUCATIONAL SERVICES**

**(Consent Agenda)**

**1. University Agreements**

[Brandman University \(p. 6\)](#)

**2. Staff Development**

[Staff Development \(p. 17\)](#)

**3. Memberships**

[Memberships \(p. 19\)](#)

**4. Contract Reports - Educational Services**

[Educational Services \(p. 20\)](#)

**b. BUSINESS SERVICES**

**(Consent Agenda)**

**1. Contract Reports - Business Services**

2. Expenditures Report

Expenditures (p. 22)

3. Field Contracts

Field Contracts (p. 23)

c. PERSONNEL SERVICES

(Consent Agenda)

1. Separations/New Hires

Separations (p. 24)

New Hires (p. 25)

12. BUSINESS MATTERS

a. Action Item: Approval of Resolution #1-2021 - Issuance of La Habra City School District 2012 General Obligation Bonds, Series E, Preliminary Official Statement, and actions related thereto (Action)

Trustees are requested to approve Resolution #1-2021 to authorize the issuance of La Habra City School District Election of 2012 General Obligation Bonds, Series E, Preliminary Official Statement, and actions related thereto.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

Resolution 1-2021 Measure O Bonds Memo (p. 26)

Resolution 1-2021 (p. 28)

Preliminary Official Statement (p. 72)

b. Action Item: Approval of Annual Audit Report (Action)

Trustees are requested to approve the annual Audit Report for the fiscal year ending June 30, 2020.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

2019-20 Annual Audit Report (p. 173)

Annual Audit Report (p. 175)

c. Action Item: Approval of the Annual Bond Performance Audit Report (Action)

Trustees are requested to approve the annual Bond Performance Audit Report for the fiscal year ending June 30, 2020.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

Measure O Bond Memo (p. 282)

Annual Audit Report Building Fund (Measure O) (p. 283)

d. Action Item: Approval of KYA Services, LLC. CMAS 4-20-78-0089C (Action)

Trustees are requested to approve KYA Services, LLC. CMAS 4-20-78-0089C for indoor and outdoor flooring and playground equipment, materials and related services.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

KYA Memo (p. 309)

**e. Action Item: Approval of SupplyMaster, Inc. CMAS 3-19-70-3096E** (Action)

Trustees are requested to approve SupplyMaster, Inc. CMAS 3-19-70-3096E for Hewlett Packard computers, printers, scanners, inks, toners and accessories.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

[SupplyMaster Memo \(p. 310\)](#)

**13. INSTRUCTION AND PERSONNEL**

**a. Information Item: Middle Years Programme International Baccalaureate** (Information)

Presenters: Cathy Seighman, Principal Imperial Middle School  
Carole Mortl, IB Coordinator Imperial Middle School

**b. Information/Action Item: First/Second Possible Reading of New Classified Confidential Job Description** (Possible Action)

Trustees are requested to approve a first and possible second reading of a new job description for Personnel Technician II per the attachment.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

[New Job Description \(p. 311\)](#)

**c. Action Item: Approval to Appoint Interim Personnel Commissioner** (Action)

Trustees are requested to appoint Julie Knierim as an Interim Appointment to the Personnel Commission per Education Code 45248.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

[Personnel Commissioner Appointee Memo \(p. 315\)](#)

**d. Action Item: Certificated Early Retirement** (Action)

Trustees are requested to take action on the certificated employee request(s) for Early Retirement.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

[Early Retirees \(p. 316\)](#)

**e. Action Item: Approval of School Plans for Student Achievement** (Action)

Trustees are requested to approve the 2020-2021 Single Plan for Student Achievement for: Arbolita, El Cerrito, Ladera Palma, Las Lomas, Las Positas, Sierra Vista, Walnut, Imperial and Washington Schools.

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

[School Plan Achievement Memo \(p. 317\)](#)

[SPSA - Arbolita \(p. 318\)](#)

[SPSA - El Cerrito \(p. 391\)](#)

[SPSA - Ladera Palma \(p. 460\)](#)

[SPSA - Las Lomas \(p. 534\)](#)

[SPSA - Las Positas \(p. 617\)](#)



[SPSA - Sierra Vista \(p. 690\)](#)

[SPSA - Walnut \(p. 765\)](#)

[SPSA - Imperial \(p. 834\)](#)

[SPSA - Washington \(p. 908\)](#)

**14. Board/Superintendent Comments:**

**15. Adjournment**

**Motion**\_\_\_\_\_

**Second**\_\_\_\_\_

**Roll Call**\_\_\_\_\_

**16. NEXT BOARD MEETING:**

The next regular meeting of the Board of Education is scheduled for March 11, 2021 at 6:00 p.m., at the District Education Board Room, 500 N. Walnut Street, La Habra, California.

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**La Habra City School District is a tobacco-free district. Tobacco use is prohibited on District property at all times. Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at 562-690-2300; fax: 562-690-4154.**



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## INTERNSHIP CONTRACT AGREEMENT

by and between

**BRANDMAN UNIVERSITY**

and

**La Habra City School District**

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Ontario Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period. (Education Code Section 44455).

### **I. General Provisions**

#### **a. The UNIVERSITY agrees and verifies that:**

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

#### **b. The DISTRICT agrees and verifies that:**

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least **one academic year**, subject to the District's personnel policies and State law(s).

- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

## **II. Support and Supervision Requirements**

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

### **a. General Support and Supervision Provided to All Interns**

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact

with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.

- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:

- (1) valid corresponding Clear or Life credential,
- (2) three years successful teaching experience, and
- (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.
- vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training.
- viii. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- ix. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

**b. Support and Supervision Specific to Teaching English Learners**

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

### **III. THE PARTIES MUTUALLY AGREE**

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT  
INFORMATION:

La Habra City School District  
500 North Walnut Street  
La Habra, CA 90631  
Attn: Keri Tucker  
Phone: 562-690-2305

UNIVERSITY CONTACT  
INFORMATION:

Brandman University  
16355 Laguna Canyon Road  
Irvine, CA 92618  
Attn: School of Education, Dean  
Fax: (800) 775-0128

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in

the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.

- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

#### **IV. TERM AND TERMINATION OF AGREEMENT**

Brandman University and the La Habra City School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on 1/11/2021, and continuing until 1/11/2024 (3-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

**SIGNATURES:**

DISTRICT  
REPRESENTATIVES:

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: Superintendent

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: Human Resources

Date: \_\_\_\_\_

UNIVERSITY:

Signature: \_\_\_\_\_

Name: Phillip L. Doolittle

Title: Executive Vice Chancellor of Finance and  
Administration and Chief Financial Officer

Date: \_\_\_\_\_



## APPENDIX A

### Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
  - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
  - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
  - (a) Provisions for an annual evaluation of the intern.
  - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
  - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
  - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

**(5) Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

**(6) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

**(7) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.

**(8) Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

## APPENDIX B

### Support and Supervision Activities

<b>Potential Support &amp; Supervision Activities to be Provided by the District</b>
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
<b>Support &amp; Supervision Activities Provided through the University</b>
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

*\*May also be used towards the 45-hour EL Support & Supervision Requirement.*

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED EXPENSE</b>	<b>FUNDING SOURCE</b>
AERIES Training	Virtual	10/7-10/8/2020	Updates and training on the AERIES system	David Soto Sheryl Tecker Susana Gallego Liz Maldonado Tanya Beck Kathryn Mayfield Adrienne Navarro Marcie Poole Julienne Erickson Deanna Putnam	\$1,350.00	Technology
Preparation for the First 100 Day-Orientation	Virtual	11/30/2020	Orientation for new Trustees	Emily Pruitt Susan Pritchard	\$850.00	Conferences
Governor's Budget Workshop	Virtual	1/15/2021	Overview of 2021-22 Budget	Joanne Culverhouse Cynthia Aguirre Emily Pruitt	\$720.00	Conferences
Equity Conference	Virtual	1/19-1/22/2021	To learn, lead and explore through issues of equity	Joanne Culverhouse David Soto Cammie Nguyen Mario Carlos Marcie Poole Danelle Bautista	\$1,194.00	Conferences
OCDE Supporting English Learners in Math at a Distance	Virtual	1/27/21, 2/10/21, 2/24/21, 3/10/21	Training on field test instructional strategies and examination of students	Danny Bui Teresa Lui Jennifer Peecher Shauhna Feitlin Kevin Perez	\$250.00	Title III
Every Child Counts-Navigating the New Normal	Virtual	2/3-2/4/2021	Updates in special education and student services	Cammie Nguyen	\$199.00	Mental Health

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED EXPENSE</b>	<b>FUNDING SOURCE</b>
Palabra Amiga: How Spanish Works	Virtual	2/6/21, 3/6/21, 4/17/21	Review elements of Spanish Language	Kevin Perez Brenda Valencia Marlene Uriostegui Alejandra Maurin Yunneun Alonso Maria Zamora Veronica Arriaga Lorena Cortez	\$1,400.00	Title I
2021 Board Presidents Workshop	Virtual	2/6/2021	Prepare Board President for new role	Adam Rogers	\$375.00	Conferences
Masters in Governance	Virtual	3/5/21, 5/22/21	Gain additional knowledge and skills to support governance structure	Sue Pritchard Emily Pruitt	\$3,990.00	Conferences

**La Habra City School District  
2020/2021 Memberships**

<b>ORGANIZATION</b>	<b>PERIOD</b>	<b>FEES</b>	<b>EMPLOYEE</b>	<b>PO#</b>	<b>ACCOUNT#</b>
Crisis Prevention Institute	2/17/21- 2/17/22	\$150.00	Helen Fernandez	P30P0707	0101-0000-0-5300- 0000-2100-330- 00000000



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*  
CYNTHIA AGUIRRE, *Clerk/Vice-President*  
OFELIA HANSON, *Member*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
To develop a protocol for determination of medical necessity for speech and language therapy services and to perform internal audit if needed	District	2/11/2021	2/9/2023	Elizabeth Gendy-Shaker, M.D.	\$1,200.00	Medi-Cal
To provide mental health education presentations to District parents; and to provide a suicide prevention training to District school psychologists, counselors and interns	District	2/18/2021	6/3/2021	Children's Hospital of Orange County (CHOC)	N/A	N/A

**Board Approved: February 11, 2021**





## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*  
CYNTHIA AGUIRRE, *Clerk/Vice-President*  
OFELIA HANSON, *Member*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / BUSINESS SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
Renew membership with Super Co-Ops for 2020-21	District	7/1/2021	6/30/2022	San Mateo-Foster City School District	\$600.00	Nutrition Services

To consult on issues of school finance, legislation, school budgeting, general fiscal issues and state mandated costs	District	3/1/2021	2/28/2022	School Services of California	\$5,000.00	General Fund
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### RATIFICATION

iReady Professional Development	All sites	7/1/2020	6/30/2021	Curriculum Associates	\$27,000.00	S&C, Lottery
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Grant funds to promote student wellness	All sites	1/1/2021	12/31/2021	St. Jude Hospital	\$16,775.00	Grant
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Health and wellness company to distribute self-administered sample collection kits	District	12/23/2020	12/23/2020	EverlyWell	\$66,690.00	CARES
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**Board Approved: February 11, 2021**

Warrant Reports: December 31, 2020 – January 27, 2021

Approve warrants numbered 30-085716 through 30-085907  
For the amount of \$1,543,826.94 as presented.

0101	General fund	\$1,387,542.65
1313	Nutrition Services	\$47,195.73
2127	Building Fd GO Bonds S-2012B	\$2,912.50
2128	Building Fd GO Bond S-2017C	\$101,915.71
2128	Capital Facilities	\$197.25
4040	Special Reserve Fd for Capital Outlay	<u>\$4,063.10</u>
<b>TOTAL</b>		<b>\$1,543,826.94</b>



## ***La Habra City School District***

500 North Walnut, La Habra, California 90631-3769

### **Board of Education**

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SUE PRITCHARD, *Ph.D., Member*

JOANNE CULVERHOUSE, *Ed.D., Superintendent*

### **REQUEST FOR RATIFICATION OF FIELD CONTRACTS**

<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>LOCATION</b>	<b>AMOUNT</b>
Brea Electric	Labor and materials to install and move electrical outlets	DO, Technology	\$1,175.00
Cal Building Systems, Inc	Labor and materials to repair fire sprinklers per inspection	Las Positas, El Cerrito	\$3,390.00
Century Paving	Labor and materials to repair deteriorated asphalt and broken concrete in basketball court and locker room areas	Washington	\$46,750.00
Century Paving	Labor and materials to repair deteriorated walkway	Washington	\$41,900.00
Koury Engineering & Testing, Inc	Labor and materials to perform testing and inspection services for MOD Project	Walnut	\$7,129.00
KYA Services LLC	Labor and materials to replace flooring	DO	\$87,163.42
Luna Construction	Labor and materials to repair damaged plumbing and drinking fountain, install two new fountains and one bottle filler	DO, Washington	\$10,200.00
So Cool Air Conditioning	Labor and materials to install four air curtains in MPR and kitchen	Walnut, Arbolita	\$8,269.00
Tom's Plumbing & Drain Service	Labor and materials to perform an emergency water main repair	Washington	\$10,800.00
Tom's Plumbing & Drain Service	Labor and materials to repair collapsed drainage pipe and rebuild drain box	Sierra Vista	\$14,850.00
Tom's Plumbing & Drain Service	Labor and materials to install cleanouts and sewerline	Walnut	\$3,000.00
Williams Tree Service	Labor and fees to cut and remove wind damaged tree	Arbolita	\$2,400.00

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** Separations

<b>NAME/JOB TITLE/ SCHOOL</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>EFFECTIVE DATE</b>
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**CLASSIFIED**

*Arroyo, Silvia Educ Asst Ladera Palma	8/13/2019	Exhausted Leave	2/1/2021
*Solorio, Tammy I A I-Sp Ed Las Lomas	10/13/2003	Exhausted Leave	1/27/2021

\*Placed on 39-month re-employment list

**Board Approved: February 11, 2021**

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** Ratification of New Employees Hired Subsequent to January 15, 2021

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
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### **CLASSIFIED**

Lopez, Maria LVN Las Lomas	Probationary	31-1	\$23.41/hour	1/5/2021
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**Board Approved: February 11, 2021**

## La Habra City School District

**To:** Board of Trustees  
**From:** Christeen Betz, Chief Business Official  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** The authorization of La Habra City School District's Issuance of La Habra City General Obligation Bonds Election of 2012, Series E and actions related thereto

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### **Background:**

An election was held in the District on November 6, 2012 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum principal amount of \$31,000,000 ("Measure O"). The District now desires to authorize the issuance of the fifth and final series of bonds under Measure O (the "Bonds") in an aggregate principal amount not-to-exceed \$11,859,575.

(a) Resolution. This Resolution authorizes the issuance of the Bonds, in one or more series of federally taxable or federally tax-exempt bonds, specifies the basic terms, parameters and forms of the Bonds, and approves the forms of the Notice Inviting Proposals for Purchase of Bonds, Notice of Intention to Sell, Preliminary Official Statement, and Continuing Disclosure Certificate, each as described below. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Bonds to be issued (\$11,859,575). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized. Section 3 of the Resolution authorizes the Bonds to be sold at a competitive sale, and authorizes Piper Sandler & Co., the District's Municipal Advisor, to solicit bids from prospective bidders, and award the sale of the Bonds on the basis of the lowest true interest cost.

(b) Notice Inviting Proposals for Purchase of Bonds; Notice of Intention to Sell. The Resolution includes as Exhibits B and C the forms of Notice Inviting Proposals for Purchase of Bonds and a Notice of Intention Sell. The Resolution authorizes the District's Municipal Advisor to distribute the Notice Inviting Proposals for Purchase of Bonds to prospective bidders and to cause the Notice of Intention to Sell to be published in the Bond Buyer, a national municipal securities newspaper, to satisfy applicable legal requirements. The Notice Inviting Proposals for Purchase of Bonds sets forth certain conditions of closing the transaction, including certain of the documentation to be provided at the closing by various parties.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement (the "POS") is the offering document describing the Bonds which may be distributed to prospective purchasers of the Bonds. The POS discloses information with respect to, among other things, (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the ad valorem property tax levy), (v) information with respect to the District's tax base (upon which such ad valorem property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure

with respect to the Bonds and the District, and (viii) absence of material litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from a bond issuer a covenant that such public agency will annually file “material financial information and operating data” with respect to such public agency through the web-based Electronic Municipal Market Access (“EMMA”) system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates “broker-dealers,” including investment banking firms that underwrite municipal obligations). This requirement is expected to be satisfied by the filing of the District’s audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances. The purpose of the law is to provide investors in the Bonds with current information regarding the District. In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges, under certain circumstances and subject to certain conditions.

Pursuant to the requirements of Proposition 39, and related state legislation, the Governing Board of the District established a Citizens’ Bond Oversight Committee and appointed its initial members. The principal purpose of the Citizens’ Bond Oversight Committee, as set out in state law, is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the Measure O bond authorization.

The Citizens’ Bond Oversight Committee is required to issue at least one report annually as to its activities and findings.

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the Measure O bond fund have been expended only for the authorized bond projects. The report shall include an audit of income and expenditures.

**Rationale:**

The La Habra City School District will issue General Election Bonds 2012, Series E for improvement projects throughout the District.

**Recommended Action:**

Staff Recommends approval for the issuance of La Habra City School District 2012 General Obligation Bonds, Series E, and actions related thereto.

**Financial Implications, if any:**

None

## **RESOLUTION NO. 1-2021**

### **A RESOLUTION OF THE BOARD OF EDUCATION OF THE LA HABRA CITY SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF LA HABRA CITY SCHOOL DISTRICT (ORANGE COUNTY, CALIFORNIA) ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES E, AND ACTIONS RELATED THERETO**

**WHEREAS**, a duly called election was held in the La Habra City School District (the “District”), Orange County (the “County”), State of California, on November 6, 2012 (the “Election”) and thereafter canvassed pursuant to law;

**WHEREAS**, at the Election there was submitted to and approved by the requisite fifty-five percent vote of the qualified electors of the District a question as to the issuance and sale of general obligation bonds of the District for various purposes set forth in the ballot submitted to the voters, in the maximum principal amount not-to-exceed \$31,000,000 and payable from the levy of an *ad valorem* property tax against the taxable property in the District (the “Authorization”);

**WHEREAS**, pursuant to the Authorization, the District has previously caused the issuance of four series of general obligation bonds;

**WHEREAS**, at this time, this Board of Education of the District (the “Board”) has determined that it is necessary and desirable to issue the fifth and final series of bonds under the Authorization in an aggregate principal amount not-to-exceed \$11,859,575, and to be styled as “La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E” (the “Bonds”);

**WHEREAS**, pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code (the “Government Code”), the Bonds are authorized to be issued by the District for the purposes set forth in the ballot submitted to the voters at the Election;

**WHEREAS**, this Board desires to authorize the issuance of the Bonds in one or more Series of Taxable Bonds or Tax-Exempt Bonds, and further as Current Interest Bonds (as such terms are defined herein);

**WHEREAS**, the District has not filed with nor received from the County Office of Education having jurisdiction over the District a qualified or negative certification in its most recent interim financial report pursuant to Education Code Section 42131;

**WHEREAS**, this Board desires to appoint certain professionals to provide services related to the issuance of the Bonds; and

**WHEREAS**, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;



**NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF EDUCATION OF THE LA HABRA CITY SCHOOL DISTRICT AS FOLLOWS:**

**SECTION 1. Authorization for Issuance of the Bonds.** To raise money for the purposes authorized by the voters of the District at the Election, and to pay all necessary legal, financial, engineering and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code and orders such Bonds to be sold at a competitive sale in one or more Series of Taxable Bonds or Tax-Exempt Bonds (each as defined herein), with appropriate Series designations if more than one Series is issued, and as Current Interest Bonds. The Board further orders that the Bonds shall be dated as of a date to be determined by an Authorized Officer (as defined herein), shall bear interest at a rate not to exceed that authorized at the Election, shall be payable upon such terms and provisions as shall be set forth in the Bonds, shall mature on the dates and in the amounts set forth in the Official Statement (as defined herein), and shall be in an aggregate principal amount not-to-exceed \$11,859,575.

**SECTION 2. Paying Agent.** This Board hereby appoints the Paying Agent, as defined herein, to serve as the paying agent, bond registrar, transfer agent and authentication agent for the Bonds on behalf of the District. This Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically by Education Code Section 15232.

**SECTION 3. Approval of the Notice Inviting Proposals for Purchase of Bonds and Notice of Intention to Sell.** The competitive sale of the Bonds shall be undertaken pursuant to the Notice Inviting Proposals for Purchase of Bonds, and the Notice of Intention to Sell, set forth in Exhibits B and C hereto, respectively. The Superintendent of the District or the Chief Business Official of the District (collectively, the “Authorized Officers”) each alone, are hereby authorized to execute the Notice of Intention to Sell attached hereto as Exhibit C (the “Notice of Intention”) and to cause the Notice of Intention to be published in The Bond Buyer once at least five (5) days prior to the date set to receive bids.

The terms and conditions of the offering and the sale of the Bonds shall be as specified in the Notice Inviting Proposals for Purchase of Bonds. The Board shall award the sale of the Bonds by acceptance of the bid with the lowest true interest cost with respect to the Bonds, so long as the principal amount of the Bonds does not exceed \$11,859,575 and the true interest cost does not exceed the maximum rate allowed by law.

Piper Sandler & Co., the municipal advisor to the District (the “Municipal Advisor”), is hereby authorized and directed to cause to be furnished to prospective bidders a reasonable number of copies of the Notice Inviting Proposals for Purchase of Bonds and a reasonable number of copies of the Official Statement.

The Board hereby approves the competitive sale of the Bonds and determines that a competitive sale contributes to the District’s goal of achieving the lowest overall cost of funds. The Board estimates that the costs associated with the issuance and purchase of the Bonds and any such costs which the successful bidder or bidders agrees to pay pursuant to the Notice Inviting Proposals for Purchase of Bonds (including the fees of the Bond Insurer, if any), will equal approximately \_\_\_\_% of the principal amount of the Bonds.

The Municipal Advisor and/or Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California (“Bond Counsel”), are hereby authorized and directed to open the bids at the time and place specified in the Notice Inviting Proposals for Purchase of Bonds and to present the same to the Authorized Officers. The Municipal Advisor and/or Bond Counsel are hereby authorized and directed to receive and record the receipt of all bids made pursuant to the Notice Inviting Proposals for Purchase of Bonds; to cause said bids to be examined for compliance with the Notice Inviting Proposals for Purchase of Bonds; and to cause computations to be made as to which bidder has bid the lowest true interest cost with respect to the Bonds, as provided in the Notice Inviting Proposals for Purchase of Bonds, along with a report as to the foregoing and any other matters deemed pertinent to the award of the Bonds and the proceedings for the issuance thereof.

**SECTION 4. Certain Definitions.** As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Official Statement):

(a) “**Beneficial Owner**” means, when used with reference to book-entry Bonds registered pursuant to Section 5 hereof, the person who is considered the beneficial owner of such Bonds pursuant to the arrangements for book entry determination of ownership applicable to the Depository.

(b) “**Bond Insurer**” means any insurance company which issues a municipal bond insurance policy insuring the payment of Principal of and interest on the Bonds.

(c) “**Bond Payment Date**” means, unless otherwise provided by the Official Statement, February 1 and August 1 of each year, commencing August 1, 2021 with respect to interest on the Bonds, and the stated maturity dates of the Bonds with respect to payments of Principal of the Bonds.

(d) “**Bond Register**” means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Bonds shall be recorded.

(e) “**Code**” means the Internal Revenue Code of 1986, as amended. Reference to any particular section of the Code shall be deemed to be a reference to any successor to any such section.

(f) “**Continuing Disclosure Certificate**” means that certain contractual undertaking of the District pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, and relating to the Bonds, dated as of the date of issuance thereof, as amended from time to time in accordance with the provisions thereof.

(g) “**Current Interest Bonds**” means the Bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Bond as designated and maturing in the years and in the amounts set forth in the Official Statement.

(h) “**Dated Date**” means the date of initial issuance and delivery of the Bonds, or such other date as shall appear in the Official Statement.

(i) **“Depository”** means the entity acting as securities depository for the Bonds pursuant to Section 5(c) hereof.

(j) **“DTC”** means The Depository Trust Company, New York, New York, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Bonds.

(k) **“Holder”** or **“Owner”** means the registered owner of a Bond as set forth on the Bond Register maintained by the Paying Agent pursuant to Section 5 hereof.

(l) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or, in the absence of such a written designation, as the Paying Agent may select.

(m) **“Long Current Interest Bonds”** means Bonds that mature later than 30 years from the date of issuance thereof.

(n) **“Moody’s”** means Moody’s Investors Service Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(o) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 5(c) hereof.

(p) **“Official Statement”** means the Official Statement for the Bonds, as described in Section 16 hereof.

(q) **“Outstanding”** means, when used with reference to the Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Bonds canceled at or prior to such date;

(ii) Bonds in lieu of or in substitution for which other Bonds shall have been delivered pursuant to Section 7 hereof; or

(iii) Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Bonds), in accordance with Section 18 of this Resolution.

(r) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(s) **“Paying Agent”** means, initially, U.S. Bank National Association, or any other Paying Agent as shall be named in the Official Statement, and afterwards any successor

financial institution, acting as paying agent, transfer agent, authentication agent and bond registrar for the Bonds.

(t) **“Permitted Investments”** means (i) any lawful investments permitted by Government Code Sections 16429.1 and 53601, (ii) shares in a California common law trust established pursuant to Title 1, Division 7, Chapter 5 of the Government Code which invests exclusively in investments permitted by Government Code Section 53635, but without regard to any limitations in such Section concerning the percentage of moneys available for investment being invested in a particular type of security, (iii) a guaranteed investment contract with a provider having a rating meeting the minimum rating requirements of the County investment pool maintained by the Treasurer, (iv) the Local Agency Investments Fund of the California State Treasurer, (v) the County investment pool described above, and (vi) State and Local Government Series Securities.

(u) **“Principal”** or **“Principal Amount”** means, with respect to any Bond, the initial principal amount thereof.

(v) **“Record Date”** means the close of business on the 15th day of the month preceding each Bond Payment Date.

(w) **“Series”** means any Bonds executed, authenticated and delivered pursuant to the provisions hereof identified as a separate series of Bonds.

(x) **“S&P”** means S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(y) **“Taxable Bonds”** means any Bonds not issued as Tax-Exempt Bonds.

(z) **“Tax-Exempt Bonds”** means any Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Bonds.

(aa) **“Term Bonds”** means those Bonds for which mandatory redemption dates have been established in the Official Statement.

(bb) **“Transfer Amount”** means, with respect to any Outstanding Bond, the Principal Amount.

(cc) **“Treasurer”** means the Treasurer-Tax Collector of the County, or other comparable officer of the County.

## **SECTION 5. Terms of the Bonds.**

(a) **Denomination, Interest, Dated Date and Terms.** The Bonds shall be issued as fully registered book-entry Current Interest Bonds registered as to both Principal and interest, in denominations of \$5,000 Principal Amount or any integral multiple thereof, except that one bond may be issued in a denomination of \$1,000 or any integral multiple thereof. The Bonds shall bear interest

at a rate not in excess of that authorized at the Election. The Bonds will initially be registered in the name of "Cede & Co.," the Nominee of the DTC.

Each Bond shall be dated as of the Dated Date, and shall bear interest at the rates set forth in the Official Statement, from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated during the period from the 16<sup>th</sup> day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from its Dated Date. Interest shall be payable on the respective Bond Payment Dates and shall be calculated on the basis of a 360-day year of 12, 30-day months.

Notwithstanding any other provision herein, the ratio of total debt service to Principal for each Series of Bonds shall not exceed four-to-one.

(b) Redemption.

(i) Terms of Redemption. The Bonds shall be subject to optional or mandatory sinking fund redemption prior to maturity as provided in the Official Statement. A Bond issued in a denomination of \$1,000 shall not be subject to optional redemption or mandatory sinking fund redemption.

(ii) Selection of Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Bonds and less than all Outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in the Principal Amount of \$5,000 or any integral multiple thereof.

The Official Statement may provide that (i) in the event that any portion of a Term Bond is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect to such Bond shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such Bond optionally redeemed, and (ii) within a maturity, Bonds shall be selected for redemption on a "Pro Rata Pass-Through Distribution of Principal" basis in accordance with DTC procedures, provided further that, such redemption is made in accordance with the operational arrangements of DTC then in effect.

(iii) Redemption Notice. When optional redemption is authorized pursuant to Section 5(b)(i) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a "Redemption Notice") of the redemption of the Bonds (or portions thereof). Such Redemption Notice shall specify: the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, the date of redemption, the place or places where the redemption will be made, including the name and address of the Paying Agent, the redemption price, the CUSIP numbers (if any) assigned to the Bonds to be redeemed, the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the Principal Amount of such Bond to be redeemed, and the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Bond or

portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date, and that from and after such date, interest thereon shall cease to accrue.

The Paying Agent shall take the following actions with respect to each such Redemption Notice:

(a) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(b) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Depository.

(c) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services.

(d) Such Redemption Notice shall be given to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each transfer of funds made by the Paying Agent for the purpose of redeeming Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon, or on the Bonds.

With respect to any Redemption Notice of Bonds (or portions thereof) pursuant to Section 5(b)(i) hereof, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased pursuant to Section 18 hereof, such notice shall state that such redemption shall be conditional upon the receipt by an independent escrow agent selected by the District on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the Principal of, premium, if any, and interest on such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received, said notice shall be of no force and effect, no portion of the Bonds shall be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of the rescission of such Redemption Notice in the same manner as such Redemption Notice was originally provided.

(iv) Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Bond or Bonds of

like tenor, Series and maturity and of authorized denominations equal in Transfer Amounts to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(v) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 18 hereof, the Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Bonds to be redeemed as provided in Section 5(b) hereof, together with interest accrued to such redemption date, shall be held in trust as provided in Section 18 hereof so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest on the Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Bonds shall be held in trust for the account of the Owners of the Bonds to be so redeemed.

(vi) Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and accrued interest thereon to the date fixed for redemption, all as provided in this Resolution, then such Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

All Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 5 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Bond purchased by the District shall be cancelled by the Paying Agent.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of each Series of such Bonds in authorized denominations. The ownership of each such Bond shall be registered in the Bond Register in the name of the Nominee, as nominee of the Depository, and ownership of the Bonds, or any portion thereof, may not thereafter be transferred except as provided in Section 5(c)(i)(4).

With respect to the book-entry Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Bonds, (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Bonds, including any Redemption Notice, (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Bonds to be prepaid in the event the District redeems the Bonds in part, or (iv) the payment by the Depository or any Participant or any other person, of any amount with respect to Principal of, premium, if any, or

interest on the book-entry Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Bond is registered in the Bond Register as the absolute Owner of such book-entry Bond for the purpose of payment of Principal of, premium, if any and interest on and to such Bond, for the purpose of giving Redemption Notices and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent shall pay all Principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his or her respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of Principal of, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of Principal of, premium, if any, and interest on the Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word Nominee in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the book-entry Bonds for the Depository's book-entry system, the District shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in such book-entry Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the District shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify the book-entry Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for the book-entry Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Outstanding book-entry Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Bonds shall designate, in accordance with the provisions of this Section 5(c).

3. Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Bonds are held in book entry form and registered in the name of the Nominee, all payments by the District or the Paying Agent with respect to Principal of, premium, if any, or interest on the Bonds and all notices with respect to such Bonds, including Redemption Notices, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise required or



instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Bonds to Substitute Depository.

(A) The Bonds shall be initially issued as described in the Official Statement. Registered ownership of such Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 5(c)(i)(4)(A)(2) hereof ("Substitute Depository"); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 5(c)(i)(4)(A)(1) or (2) hereof, upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 5(c)(i)(4)(A)(3) hereof, upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or an advance refunding of any Bonds evidencing a portion of the Principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Bonds indicating the date and amounts of such reduction in Principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Bonds.

**SECTION 6. Execution of the Bonds.** The Bonds shall be signed by the President of the Board, or other member of the Board authorized to sign on behalf of the President, by their manual or facsimile signature and countersigned by the manual or facsimile signature of the Clerk of or Secretary to the Board, or the designee thereof, all in their official capacities. No Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

**SECTION 7. Paying Agent; Transfer and Exchange.** So long as any of the Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its principal office all books and records necessary for the registration, exchange and transfer of the Bonds as provided in this Section. Subject to the provisions of Section 8 below, the person in whose name a Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Bond for all purposes of this Resolution. Payment of or on account of the Principal of, premium, if any, and interest on any Bond shall be made only to or upon the order of such Owner; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Bonds, including interest, to the extent of the amount or amounts so paid.

Any Bond may be exchanged for Bonds of like Series, tenor, maturity and Transfer Amount upon presentation and surrender at the principal office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of the Bond at the principal office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new bond or bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in exchange and substitution for the Bond so mutilated, but only upon surrender to the Paying Agent of the Bond so mutilated. If any Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District

satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in lieu of and in substitution for the Bond so lost, destroyed or stolen (or if any such Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Bond the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Bonds only after the new Bonds are signed by the authorized officers of the District. In all cases of exchanged or transferred Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Bonds surrendered upon that exchange or transfer.

Any Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Bonds that the District may have acquired in any manner whatsoever, and those Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) transfer any Bonds which have been selected or called for redemption in whole or in part.

**SECTION 8. Payment.** Payment of interest on any Bond shall be made on any Bond Payment Date to the person appearing on the Bond Register of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to such Owner on the Bond Payment Date to the bank and account number on file with the Paying Agent for that purpose on or before the Record Date. The Principal, and redemption premiums, if any, payable on the Bonds shall be payable upon maturity or redemption upon surrender at the principal office of the Paying Agent. The Principal of, interest on, and redemption premiums, if any, on the Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof. The Bonds are obligations of the District, payable solely from the levy of *ad valorem* property taxes upon all property within the District subject to taxation, which taxes shall be without limit as to rate or amount. The Bonds do not constitute an obligation of the County except as provided in this Resolution, and no part of any fund of the County is pledged or obligated to the payment of the Bonds.

**SECTION 9. Form of Bonds.** The Bonds shall be in substantially the form as set forth in Exhibit A hereto, allowing those officials executing the Bonds to make the insertions and deletions necessary to conform the Bonds to this Resolution and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. Pending the preparation of definitive Bonds, the Bonds may be executed and delivered in temporary form exchangeable for definitive Bonds when ready for delivery. If the Paying Agent delivers temporary Bonds, it shall execute and deliver definitive Bonds in an equal aggregate Principal Amount of authorized denominations, when available, and thereupon the temporary Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Bonds shall be entitled to the same benefits hereunder as definitive Bonds.

**SECTION 10. Delivery of Bonds.** The proper officials of the District shall cause the Bonds to be prepared and, following their sale, shall have the Bonds signed and delivered, together with a true transcript of proceedings with reference to the issuance of the Bonds, to the original purchaser upon payment of the purchase price therefor.

**SECTION 11. Deposit of Proceeds of Bonds.** (a) The purchase price received from the sale of the Bonds, to the extent of the Principal Amount thereof, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the "La Habra City School District Election of 2012 General Obligation Bonds, Series E Building Fund" (the "Building Fund") of the District, shall be kept separate and distinct from all other District and County funds, and those proceeds shall be used solely for the purpose for which the Bonds are being issued and provided further that such proceeds shall be applied solely to the purposes authorized by the voters of the District at the Election. The County shall have no responsibility for assuring the proper use of the Bond proceeds by the District. To the extent the Bonds are issued in more than one Series, there shall be created a separate Building Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Building Fund shall be deemed to include any Building Fund created for a Series of Bonds.

The purchase price received from the Underwriter, to the extent of any accrued interest and any net original issue premium, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the "La Habra City School District Election of 2012 General Obligation Bonds, Series E Debt Service Fund" (the "Debt Service Fund") for the Bonds and used for payment of Principal of and interest on the Bonds, and for no other purpose. To the extent the Bonds are issued in more than one Series, there shall be created a separate Debt Service Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Debt Service Fund shall be deemed to include any Debt Service Fund created for a Series of Bonds. Interest earnings on monies held in the Building Fund shall be retained therein. Interest earnings on monies held in the Debt Service Fund shall be retained therein. Any excess proceeds of the Bonds in the Building Fund not needed for the authorized purposes set forth herein for which the Bonds are being issued, upon written notice from the District, shall be transferred to the Debt Service Fund and applied to the payment of Principal of and interest on the Bonds. If, after payment in full of the Bonds, there remain excess proceeds in the Debt Service Fund, any such excess amounts shall be transferred to the general fund of the District as permitted by law.

The costs of issuance of the Bonds are hereby authorized to be paid either from premium withheld by the purchaser upon the sale of the Bonds, or from the Principal Amount of the Bonds. To the extent costs of issuance are paid from such Principal Amount, the District may direct that a portion thereof, in an amount not to exceed 2.0% of such Principal Amount, in lieu of being deposited into the Building Fund, be deposited in a costs of issuance account to be held by a fiscal agent of the District appointed for such purpose. Any excess moneys in the cost of issuance account remaining after payment of all costs

of issuance shall be transferred to the County for deposit into the Building Fund or Debt Service Fund, as appropriate.

(b) Subject to federal tax restrictions, all funds held by the County hereunder shall be invested in Permitted Investments pursuant to law and the investment policy of the County. Neither the County nor its officers and agents, as the case may be, shall have any responsibility or obligation to determine the tax consequences of any investment. The District hereby authorizes investments made pursuant to this Resolution with maturities exceeding five years. The interest earned on the moneys deposited in the Building Fund shall be deposited in the Building Fund and used for the purposes of that fund. Except as required to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of moneys held in the Debt Service Fund shall be retained in the Debt Service Fund and used by the County to pay the Principal of and interest on the Bonds when due.

**SECTION 12. Rebate Fund.** The following provisions shall apply to any Bonds issued as Tax-Exempt Bonds.

(a) The District shall create and establish a special fund designated the “La Habra City School District Election of 2012 General Obligation Bonds, Series E Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Section 148 of the Code, and the Treasury Regulations promulgated thereunder (the “Treasury Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and by the Tax Certificate to be executed by the District in connection with the Tax-Exempt Bonds (the “Tax Certificate”).

(b) Within 45 days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate), (1) the District shall calculate or cause to be calculated with respect to the Bonds the amount that would be considered the “rebate amount” within the meaning of Section 1.148-3 of the Treasury Regulations, using as the “computation date” for this purpose the end of such Bond Year, and (2) the District shall deposit to the Rebate Fund from amounts on deposit in the other funds established hereunder or from other District funds, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated. The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence, if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section. The District shall not be required to calculate the “rebate amount” and shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Bonds (including amounts treated as proceeds of the Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148(f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations, whichever is applicable, and otherwise qualify for the exception to the Rebate Requirement pursuant to whichever of said sections is applicable, (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Any funds remaining in the Rebate Fund after redemption of all the Bonds and any amounts described in paragraph (2) of subsection (d) of this Section, or provision made therefor satisfactory to the District, including accrued interest, shall be remitted to the District.

(d) Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(1) not later than 60 days after the end of (i) the fifth Bond Year, and (ii) each fifth Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Treasury Regulations; and

(2) not later than 60 days after the payment of all Bonds, an amount equal to 100% of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Treasury Regulations.

(e) In the event that, prior to the time any payment is required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate (or have calculated) the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(f) Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by the District.

(g) In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) The District shall retain records of all determinations made hereunder until three years after the complete retirement of the Bonds.

(i) Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Bonds.

**SECTION 13. Security for the Bonds.** There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Bonds are Outstanding in an amount sufficient to pay the Principal of and interest on the Bonds when due, which moneys when collected will be deposited in the Debt Service Fund of the District and used for the payment of the Principal of and interest on the Bonds when and as the same shall fall due, and for no other purpose. The District covenants to cause the County to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 13. Pursuant to Government Code Section 53515, the Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the Bonds and all amounts on deposit in the Debt Service Fund to the payment of the Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of the Bonds to provide security for the payment of the Bonds in addition to any statutory lien that may exist.

The moneys in the Debt Service Fund, to the extent necessary to pay the Principal of and interest on the Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such Principal and interest. DTC will thereupon make payments of Principal of and interest on the Bonds to the DTC Participants who will thereupon make payments of such Principal and interest to the Beneficial Owners of the Bonds. Any moneys remaining in the Debt Service Fund after the Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District, pursuant to Education Code Section 15234.

**SECTION 14. Arbitrage Covenant.** To the extent that the bonds are issued as Tax-Exempt Bonds, the District covenants that it will restrict the use of the proceeds of the Bonds in such manner and to such extent, if any, as may be necessary, so that the Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed thereunder or any predecessor section. Calculations for determining arbitrage requirements are the sole responsibility of the District.

**SECTION 15. Conditions Precedent.** The Board hereby determines that all acts and conditions necessary to be performed by the District or the Board or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

**SECTION 16. Official Statement.** The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Clerk of or Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Municipal Advisor, as the case may be, to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to Rule 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the purchaser of the Bonds a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

**SECTION 17. Insurance.** In the event the District purchases bond insurance for the Bonds, and to the extent that the Bond Insurer makes payment of the Principal of or interest on the Bonds, it shall become the Owner of such Bonds with the right to payment of such Principal or interest, and shall be fully subrogated to all of the Owners’ rights, including the Owners’ rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims that were past due interest, the Paying Agent shall note the Bond Insurer’s rights as subrogee on the Bond Register for the Bonds

maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Bonds, and (ii) in the case of subrogation as to claims for past due Principal, the Paying Agent shall note the Bond Insurer as subrogee on the Bond Register for the Bonds maintained by the Paying Agent upon surrender of the Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

**SECTION 18. Defeasance.** All or any portion of the Outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay and discharge all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, Government Obligations shall mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (i) a bank or trust company acts as custodian and holds the underlying United States obligations; (ii) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (iii) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody's or S&P.

**SECTION 19. Nonliability of County.** Notwithstanding anything to the contrary contained herein, in the Bonds or in any other document mentioned herein, neither the County, nor its officials,



officers, employees or agents shall have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby, the Bonds are not a debt of the County or a pledge of the County's full faith and credit, and the Bonds and any liability in connection therewith shall be paid solely from *ad valorem* property taxes lawfully levied to pay the Principal of or interest on the Bonds, which taxes shall be unlimited as to rate or amount.

**SECTION 20. Indemnification of County.** The District shall defend, indemnify and hold harmless the County, its officials, officers, agents and employees ("Indemnified Parties") against any and all losses, claims, damages or liabilities, joint or several, to which such Indemnified Parties may become subject based in whole or in part upon any acts or omission related to the Bonds, except with regard to the County's responsibilities under Section 22 hereof. The District shall also reimburse the Indemnified Parties for any legal or other costs and expenses incurred in connection with investigating or defending any such claims or liabilities, except with regard to the County's responsibilities under Section 22 hereof.

**SECTION 21. Reimbursement of County Costs.** The District shall reimburse the County for all costs and expenses incurred by the County, its officials, officers, agents and employees in issuing or otherwise in connection with the issuance of the Bonds.

**SECTION 22. Request to County to Levy Tax; Estimate of Tax Levy.** The Board of Supervisors and officers of the County are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all Principal of and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests the Board of Supervisors to annually levy a tax upon all taxable property in the District sufficient to pay all such Principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Bonds being issued to finance specific projects authorized by the voters of the District at the Election.

**SECTION 23. Other Actions.** (a) Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby appoints Piper Sandler & Co., as the Municipal Advisor and Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Bonds.

(c) Based on a good faith estimate from the Municipal Advisor, the District finds that (i) the True Interest Cost of the Bonds (as defined in Government Code Section 5852.1) is expected to be approximately 2.64%, (ii) the total Finance Charge of the Bonds (as defined in Government Code Section 5852.1) is expected to be \$353,188, (iii) the total proceeds expected to be received by the District from the sale of the Bonds, less the Finance Charge of the Bonds and any reserves or capitalized interest paid or funded with proceeds of the Bonds, is \$11,501,812, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1), calculated to the final maturity of the Bonds, will be \$17,986,438. The information presented in this Section 23(c) is included

in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any provision of this Resolution.

(d) Notwithstanding any other provisions contained herein, the provisions of this Resolution as they relate to the Bonds may be amended by the Official Statement.

(e) To the extent the issuance of Bonds includes Long Current Interest Bonds, the useful life of any facility financed with such Long Current Interest Bonds will equal or exceed the maturity of such Long Current Interest Bonds.

**SECTION 24. Resolution to County Treasurer-Tax Collector.** The Clerk of or Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurer and the Auditor-Controller of the County immediately following its adoption.

**SECTION 25. Continuing Disclosure.** The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of the Dated Date, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of the Preliminary Official Statement on file with the Clerk of or Secretary to the Board as of the date hereof, and the Authorized Officers, each alone, are hereby authorized to execute and deliver such Continuing Disclosure Certificate with such changes therein and modifications thereto as shall be approved by the Authorized Officer executing the same, such latter approval to be conclusively evidenced by such execution and delivery. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Bonds.

**SECTION 26. Effective Date.** This Resolution shall take effect immediately upon its passage.

**SECTION 27. Further Actions Authorized.** It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

**SECTION 28. Recitals.** All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

PASSED, ADOPTED AND APPROVED this 11th day of February 2021, by the following vote:

AYES: MEMBERS \_\_\_\_\_

NOES: MEMBERS \_\_\_\_\_

ABSTAIN: MEMBERS \_\_\_\_\_

ABSENT: MEMBERS \_\_\_\_\_

\_\_\_\_\_  
President of the Board of Education,  
La Habra City School District

ATTEST:

\_\_\_\_\_  
Secretary to Board of Education  
La Habra City School District

### SECRETARY'S CERTIFICATE

I, Joanne Culverhouse, Ed.D., Superintendent of and Secretary to the Board of Education of the La Habra City School District, Orange County, California, do hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly and legally held at the regular meeting place thereof on February 11, 2021, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: \_\_\_\_\_, 2021

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Secretary to the Board of Education of the  
La Habra City School District

**EXHIBIT A**  
**FORM OF BONDS**

**UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.**

**REGISTERED  
NO.**

**REGISTERED  
\$**

**LA HABRA CITY SCHOOL DISTRICT  
(ORANGE COUNTY, CALIFORNIA)  
ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES E**

<u>INTEREST RATE:</u>	<u>MATURITY DATE:</u>	<u>DATED AS OF:</u>	<u>CUSIP</u>
_____ % per annum	August 1, 20____	_____, 2021	

REGISTERED OWNER:      CEDE & CO.

PRINCIPAL AMOUNT:

The La Habra City School District (the "District") in Orange County, California (the "County"), for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the "Bond Payment Dates"), commencing August 1, 2021. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2021, in which event it shall bear interest from the Dated Date. Interest shall be computed on the basis of a 360-day year of 12, 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered, such owner being the Registered Owner, on the Bond Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the principal office of the Paying Agent. Interest is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown on the Bond Register maintained by the Paying Agent, and to the bank and account

number on file with the Paying Agent, as of the close of business on the 15th day of the month next preceding that Bond Payment Date (the "Record Date").

This bond is one of an authorization of bonds approved to raise money for the purposes authorized by voters of the District at the Election (as defined herein) and to pay all necessary legal, financial, engineering and contingent costs in connection therewith under authority of and pursuant to the laws of the State of California, the requisite vote of the electors of the District cast at a general election held on November 6, 2012 (the "Election"), upon the question of issuing bonds in the amount of \$31,000,000, and the resolution of the Board of Education of the District adopted on February 11, 2021 (the "Bond Resolution"). This bond is being issued under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code. This bond and the issue of which this bond is one are payable as to both Principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252. Pursuant to Government Code Section 53515, the bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of such *ad valorem* property taxes.

Pursuant to Government Code Sections 5450 and 5451, the District has pledged all revenues received from the levy and collection of ad valorem property taxes for the payment of the bonds, and all amounts on deposit in the Debt Service Fund (as defined in the Bond Resolution), to the payment of the bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund, and shall constitute an agreement between the District and the Registered Owners of the bonds to provide security for the payment of the bonds in addition to any statutory lien that may exist.

The bonds of this issue comprise \$\_\_\_\_\_ Principal Amount of Current Interest Bonds, of which this bond is a part (collectively, the "Bonds").

This bond is exchangeable and transferable for Bonds of like series, tenor, maturity and Transfer Amount (as defined in the Bond Resolution) and in authorized denominations at the designated office of the Paying Agent in Los Angeles, California, by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this bond for the purpose of receiving payment of or on account of Principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any Bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) transfer any Bond which has been selected or called for redemption in whole or in part.

The Bonds maturing on or before August 1, 20\_\_ are not subject to optional redemption prior to their respective stated maturity dates. The Bonds maturing on or after August 1, 20\_\_ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of available funds, in whole or in part, on August 1, 20\_\_ or on any date thereafter, at a redemption price equal to the Principal Amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

The Bonds maturing on August 1, 20\_\_ (the “20\_\_ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the Principal Amount thereof, together with accrued interest to the date fixed for redemption, without premium. The Principal Amount represented by such 20\_\_ Term Bonds to be so redeemed, the dates therefor, and the final payment date are as indicated in the following table:

Redemption Date ( <u>August 1</u> )	Principal <u>Amount</u>
--	----------------------------

(1)

Total:

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(1) Maturity.

In the event that a portion of the 20\_\_ Term Bonds shown above is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect thereto shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 Principal Amount, in respect of the portion of such 20\_\_ Term Bonds optionally redeemed.

If less than all of the Bonds of any one maturity shall be called for redemption, the particular Bonds or portions of Bonds of such maturity to be redeemed shall be selected by the Paying Agent as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent may determine; provided, however, that the portion of any Bond to be redeemed shall be in the Principal Amount of \$5,000 or some integral multiple thereof. If less than all of the Bonds stated to mature on different dates shall be called for redemption, the particular Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order as directed by the District or, if not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Bonds, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay Principal of and interest on the Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

[REMAINDER OF PAGE LEFT BLANK]



**IN WITNESS WHEREOF**, the La Habra City School District, Orange County, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signature of the President of the Board of Education of the District, and to be countersigned by the manual or facsimile signature of the [Secretary to/Clerk of] the Board of Education of the District, all as of the date stated above.

**LA HABRA CITY SCHOOL DISTRICT**

By: \_\_\_\_\_ (Facsimile Signature)  
President of the Board of Education

**COUNTERSIGNED:**

\_\_\_\_\_  
(Facsimile Signature)  
[Secretary to/Clerk of] the Board of Education

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the Bonds described in the Bond Resolution referred to herein which has been authenticated and registered on \_\_\_\_\_, 2021.

By: U.S. BANK NATIONAL ASSOCIATION, as Paying  
Agent

\_\_\_\_\_  
Authorized Officer

## ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): \_\_\_\_\_ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

Signature Guaranteed:

\_\_\_\_\_

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: \_\_\_\_\_

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

## LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the Bonds. A signed copy is on file in my office.

\_\_\_\_\_  
(Facsimile Signature)  
[Secretary to/Clerk of] the Board of Education

## EXHIBIT B

### NOTICE INVITING PROPOSALS FOR PURCHASE OF BONDS

\$ \_\_\_\_\_<sup>\*</sup>  
LA HABRA CITY SCHOOL DISTRICT  
(ORANGE COUNTY, CALIFORNIA)  
ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES E

**NOTICE IS HEREBY GIVEN** that sealed unconditioned proposals will be received to and including the hour of [9:00 a.m.], Pacific Time, on \_\_\_\_\_, 2021, at the offices of Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245 (the “Municipal Advisor”), in the manner described below, for the purchase of all, but not less than all, of \$ \_\_\_\_\_<sup>\*</sup> principal amount of La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E (the “Bonds”). Proposals must be submitted electronically via i-Deal LLC’s (“i-Deal”) Parity Electronic Bid Submission System (“PARITY”), a division of Thomson Information Services, Inc., in the manner described below, for the purchase of all, but not less than all, of \$ \_\_\_\_\_<sup>\*</sup> principal amount of the Bonds. In the event that the sale has not been awarded by the designated time, bids will be received at a subsequent time and date to be determined by the La Habra City School District (the “District”) and publicized via the Bond Buyer or the Bond Buyer Wire or Thomson Municipal Market Monitor (www.tm3.com).

#### **I. Issue:**

The Bonds will be dated the date of delivery, will be in denominations of \$5,000 principal amount each, or integral multiples thereof, and will bear interest from the date of delivery of the Bonds to the maturity of each of the Bonds at an interest rate such that the true interest cost (the “TIC”) shall not exceed \_\_%, with interest payable semiannually on February 1 and August 1 of each year during the term of each of the Bonds, commencing August 1, 2021. The Bonds will mature on August 1 in each of the years set forth in the following schedule:

<u>Maturity Date</u>	<u>Principal Amount</u> <sup>*</sup>
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<sup>\*</sup> Preliminary, subject to change.

## **II. Option to Elect Term Bonds:**

The purchaser may elect to combine any number of consecutive maturities of Bonds for which an identical interest rate has been specified to comprise term bonds by indicating such an election in their bid. The election to create term bonds in such manner will require the creation of a mandatory sinking fund so that the sinking fund redemption payments shall equal the corresponding serial bond maturity amounts.

## **III. Adjustment of Principal Amounts:**

The estimated principal amount of each maturity of Bonds set forth above reflect certain assumptions of the District and the Municipal Advisor with respect to the likely interest rates of the winning bid or bids. Following the determination of the successful bidder or bidders, the Municipal Advisor, on behalf of the District, reserves the right to alter the final maturity date, increase or decrease the principal amount of each maturity of the Bonds, in \$5,000 increments of principal amount, or eliminate maturities in their entirety. Such adjustment shall be made within 26 hours of the bid opening and in the sole discretion of the District, upon recommendation of the Municipal Advisor. In the event of any such adjustment, no rebidding or recalculation of the bids submitted will be required or permitted and the successful bid or bids may not be withdrawn, and the successful bidder will not be permitted to change the interest rate(s) in its bid for the Bonds. The percentage compensation to be paid to the successful bidder will not change if the maturity schedule is adjusted.

## **IV. Interest Rates:**

All bids for the purchase of the Bonds must state the rate of interest to be paid for each maturity of Bonds offered and bid price for such Bonds. All Bonds of the same maturity must bear the same rate of interest and no Bond may bear more than one rate. The maximum interest rate bid for each maturity may not exceed \_\_\_\_\_ percent (\_\_\_%), the TIC of the Bonds may not exceed \_\_\_\_\_ percent (\_\_\_%), and the ratio of total debt service to principal amount of the Bonds may not exceed four to one. Bidders may specify any number of different rates to be borne on the Bonds; provided that, all interest rates must be in multiples of 1/8 or 1/20 of one percent and a zero rate of interest cannot be specified. Interest will be computed on the basis of a 360-day year consisting of 12, 30-day months.

## **V. Redemption:**

The Bonds maturing on or before August 1, 20\_\_ are not subject to optional redemption prior to their respective stated maturity dates. The Bonds maturing on or after August 1, 20\_\_ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of available funds, in whole or in part, on August 1, 20\_\_ or on any date thereafter, at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

## **VI. Notice of Redemption:**

Notice of redemption of any Bond will be mailed to the Registered Owner of each Bond to be redeemed in whole or in part at the address shown on the registration records maintained by U.S. Bank National Association, as the paying agent for the Bonds (the "Paying Agent"); such mailing to be not

more than 45 nor less than 20 days prior to the date set for redemption. Neither failure to receive such notice nor any defect in any notice so mailed shall affect the sufficiency of the proceedings for the redemption of Bonds.

## **VII. Costs of Issuance:**

The winning bidder will not be required to pay any costs of issuance associated with the Bonds, except as described in Sections XVI, XVII and XXIV. Such costs of issuance, including the winning bidder's compensation, will be paid by the District solely from the aggregate proceeds of the Bonds eligible to be deposited into the Building Fund (as such term is defined in the Preliminary Official Statement) held by Orange County on behalf of the District. The District reserves the right to instruct the winning bidder of the Bonds to retain from the purchase price of the Bonds an amount equal to the winning bidder's compensation. The District further reserves the right to instruct the winning bidder to wire a portion of the purchase price, in an amount not to exceed 2.0% of the principal amount of the Bonds, to U.S. Bank National Association, in its capacity as costs of issuance custodian for the Bonds.

By the submission of its bid pursuant to the provisions hereof, each bidder will be deemed to have represented that its underwriting discount shall not exceed \_\_\_\_% of the principal amount of the Bonds.

## **VIII. Premium/Discount Bonds:**

The District has elected to deposit the premium generated upon the sale of the Bonds into the Debt Service Fund for the Bonds (as such term is defined in the Preliminary Official Statement), to be used to pay interest on the Bonds. Premium deposited into the Debt Service Fund may not be used to pay principal of the Bonds.

Bidders may not bid a purchase price (calculated as principal plus premium minus the bidder's compensation) of more than \_\_\_\_% or less than \_\_\_\_% of the aggregate principal amount of the Bonds.

## **IX. Registration of Bonds as to Principal and Interest and Place of Payment:**

The Bonds, when delivered, will be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). DTC will act as securities depository of the Bonds. Individual purchases will be made in book-entry form only, in the denominations of \$5,000 principal amount and integral multiples thereof. Purchasers will not receive physical certificates representing their interest in the Bonds purchased. Principal and interest are payable in lawful money of the United States of America and will be paid to DTC which in turn will remit such amounts to the beneficial owners of the Bonds through DTC's Participants, as described in the Preliminary Official Statement.

## **X. Authority:**

The Bonds will be issued pursuant to the Constitution and laws of the State of California, pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, and pursuant to a resolution adopted by the governing board of the District. The issuance of the Bonds was authorized by the requisite fifty-five percent vote of the qualified electors of the District voting at an election held on November 6, 2012.

## **XI. Security:**

Both the principal of and interest on the Bonds are payable solely from an *ad valorem* property tax levied against all of the property within the District subject to taxation by the District, without limitation as to rate or amount (except certain personal property which is taxable at limited rates).

## **XII. Form of Bid:**

All bids must be submitted electronically via PARITY, pursuant to the procedures described below, and all such bids shall be deemed to constitute a Bid for Purchase of the Bonds and shall be deemed to incorporate by reference all of the terms and conditions of this Notice Inviting Proposals for Purchase of Bonds. The submission of a bid electronically via PARITY shall constitute and be deemed the bidder's signature on the Bid for Purchase of the Bonds.

## **XIII. Procedures Regarding Electronic Bidding:**

Bids must be submitted electronically via PARITY in accordance with this Notice Inviting Proposals for Purchase of Bonds, until [9:00 a.m.], Pacific Time, on \_\_\_\_\_, 2021, but no bid will be received after the time for receiving bids specified above. To the extent any instructions or directions set forth in PARITY conflict with this Notice Inviting Proposals for Purchase of Bonds, the terms of this Notice Inviting Proposals for Purchase of Bonds shall control. For further information about PARITY, potential bidders may contact the District's Municipal Advisor, Timothy Carty of Piper Sandler & Co. at (310) 297-6011 or [timothy.carty@psc.com](mailto:timothy.carty@psc.com), or PARITY at i-Deal at (212) 849-5021. In the event that a bid for the Bonds is submitted via PARITY, the bidder further agrees that:

1. Once the bids are communicated electronically via PARITY to the District as described herein, each bid will constitute a Bid for Purchase of the Bonds and shall be deemed to be an irrevocable offer to purchase the Bonds on the terms provided in this Notice Inviting Proposals for Purchase of Bonds. If a bid submitted electronically via PARITY is accepted by the District, the terms of the Bid for Purchase of the Bonds and the Notice Inviting Proposals for Purchase of Bonds and the information that is electronically transmitted through PARITY (including information about the purchase price of the Bonds, the coupon interest rate to be borne by the various maturities of the Bonds, the initial public offering price of each maturity and any other information included in such transmission) shall form a contract and the successful bidder shall be bound by the terms of such contract.

2. PARITY is not an agent of the District, and the District shall have no liability whatsoever based on any bidder's use of PARITY, including but not limited to any failure by PARITY to correctly or timely transmit information provided by the District or information provided by the bidder.

3. The District may choose to discontinue use of electronic bidding via PARITY by issuing a notification to such effect via PARITY's internet site ([www.tm3.com](http://www.tm3.com)) no later than 1:00 P.M. (Pacific Time) on the last business day prior to the date of sale. In such case, a substitute bidding arrangement will be described in an amended Notice Inviting Proposals for Purchase of Bonds.

4. For purposes of submitting all Bids for Purchase of the Bonds, the time as maintained on PARITY shall constitute the official time. No bid received after the deadline shall be considered. In any case, each bid must be in accordance with the terms and conditions set forth in this official Notice Inviting Proposals for Purchase of Bonds.

5. Each bidder shall be solely responsible to make necessary arrangements to access PARITY for purposes of submitting its bid in a timely manner and in compliance with this Notice Inviting Proposals for Purchase of Bonds. Neither the District nor i-Deal shall have any duty or obligation to undertake such registration to bid for any prospective bidder or to provide or assure such access to any qualified prospective bidder, and neither the District nor i-Deal shall be responsible for a bidder's failure to register to bid or for proper operation of, or have any liability for any delays or interruptions of, or any damages caused by, PARITY. The District is using PARITY as a communication mechanism, and not as the District's agent, to conduct the electronic bidding for the Bonds. By using PARITY, each bidder agrees to hold the District harmless for any harm or damages caused to such bidder in connection with its use of PARITY for bidding on the Bonds.

**XIV. Estimate of True Interest Cost:**

Bidders are requested (but not required) to supply an estimate of the total true interest cost to the District on the basis of their respective bids, which shall be considered as informative only and not binding on either the bidder or the Board of Education of the District.

**XV. Deposit:**

The successful bidder will be required to provide a good faith deposit (the "Deposit") in the form of a wire transfer made payable to

La Habra City School District  
in the amount of  
\$\_\_\_\_\_

prior to the official award. The wire transfer must be transmitted in immediately available funds and sent to the account of the District at the Orange County Treasurer and Tax Collector, at the wire address provided by the District or the Municipal Advisor, with the following reference: La Habra City SD Election of 2012 GO Bonds, Series E Good Faith Deposit. The Municipal Advisor will request the apparent winning bidder to immediately wire the Deposit and provide the Federal wire reference number of such Deposit to the Municipal Advisor within 90 minutes of such request by the Municipal Advisor. The Bonds will not be officially awarded to a bidder who has not submitted a Deposit in the form of a wire transfer, together with its Federal wire reference number, as provided above.

No interest on the Deposit will accrue to any bidder. The Deposit (without accruing interest) of the winning bidder will be applied to the purchase price of the Bonds. In the event the winning bidder fails to honor its accepted bid, the Deposit plus any interest accrued on the Deposit will be retained by the District. Any investment income earned on the Deposit will be paid to the successful bidder in the event the District is unable to deliver the Bonds. Deposits accompanying bids other than the bid which is accepted will be returned promptly upon the determination of the best bidder.

**XVI. Qualification for Sale; Blue Sky:**

The purchaser will assume responsibility for taking any action necessary to qualify the Bonds for offer and sale in jurisdictions other than California, and for complying with the laws of all jurisdictions on resale of the Bonds, and shall indemnify, defend and hold harmless the District and their respective officers and officials from any loss or damage resulting from any failure to comply with any such law. Compliance with Blue Sky Laws shall be the sole responsibility of the purchaser, and the purchaser shall

pay all fees and disbursements related to the qualification of the bonds for sale under the securities or Blue Sky laws of various jurisdictions. The District will furnish such information and take such action not inconsistent with law as the purchaser may request and the District shall deem necessary or appropriate to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions of the United States of America as may be designated by the purchaser; provided, however, that the District shall not execute a general or special consent to service of process or qualify to do business in connection with such qualification or determination in any jurisdiction. The purchaser will not offer to sell, or solicit any offer to buy, the Bonds in any jurisdiction where it is unlawful for such purchaser to make such offer, solicitation or sale, and the purchaser shall comply with the Blue Sky and other securities laws and regulations of the states and jurisdictions.

**XVII. CUSIP Numbers and Other Fees:**

The Municipal Advisor has applied for CUSIP numbers and the CUSIP numbers will be printed on the Bonds. The cost of printing thereof and service bureau assignment will be the District's responsibility. Any delay, error or omission with respect thereto will not constitute cause for the purchaser to refuse to accept delivery of and pay for the Bonds. The successful bidder shall be required to pay all fees required by The Depository Trust Company, Bond Market Association, Municipal Securities Rulemaking Board, and any other similar entity imposing a fee in connection with the issuance of the Bonds (see, "— California Debt and Investment Advisory Commission" below).

**XVIII. Legal Opinion:**

The Bonds are sold with the understanding that the purchaser will be furnished with the approving opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel. A copy of the opinion will be attached to the Bonds. Said attorneys have been retained by the District as Bond Counsel and in such capacity are to render their opinion only upon the legality of the Bonds under State of California law and on the exemption of the interest income on such Bonds from federal and State of California income taxes. Fees of Bond Counsel will be paid by the District from the costs of issuance.

**XIX. Tax-Exempt Status:**

In the opinion of Bond Counsel, based on existing statutes, regulations, rulings and judicial decisions and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax. Should changes in the law cause Bond Counsel's opinion to change prior to delivery of the Bonds to the purchaser, the purchaser will be relieved of its responsibility to pick up and pay for the Bonds, and in that event its Deposit will be returned.

**XX. Establishment of Issue Price:**

(a) The winning bidder shall assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an "issue price" or similar certificate setting forth the reasonably expected initial offering price to the public or the sales price or prices of the Bonds, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Exhibit A, with such modifications as may be appropriate or necessary, in the



reasonable judgment of the winning bidder, the District and Bond Counsel, including, but not limited to, modifications in the event that the Competitive Sale Requirements (defined below) are not satisfied. All actions to be taken by the District under this Notice Inviting Proposals for Purchase of Bonds (this “Notice Inviting Proposals”) to establish the issue price of the Bonds may be taken on behalf of the District by the Municipal Advisor and any notice or report to be provided to the District may be provided to the Municipal Advisor.

(b) The District intends that the provisions of Treasury Regulation Section 1.148-1(f)(3)(i) (defining “Competitive Sale” for purposes of establishing the issue price of the Bonds) will apply to the initial sale of the Bonds (the “Competitive Sale Requirements”) because:

1. the District shall disseminate this Notice Inviting Proposals to potential underwriters in a manner that is reasonably designed to reach potential underwriters;
2. all bidders shall have an equal opportunity to bid;
3. the District may receive bids from at least three underwriters of municipal bonds who have established industry reputations for underwriting new issuances of municipal bonds; and
4. the District anticipates awarding the sale of the Bonds to the bidder who submits a firm offer to purchase the Bonds at the highest price (or lowest TIC), as set forth in this Notice Inviting Proposals.

Any bid submitted pursuant to this Notice Inviting Proposals shall be considered a firm offer for the purchase of the Bonds, as specified in the bid.

(c) In the event that the Competitive Sale Requirements are not satisfied, the District shall so advise the winning bidder. The District may determine to treat (i) the first price at which 10% of a maturity of the Bonds (the “10% Test”) is sold to the public as the issue price of that maturity and/or (ii) the initial offering price to the public as of the sale date of any maturity of the Bonds as the issue price of that maturity (the “hold-the-offering-price rule”), in each case applied on a maturity-by-maturity basis (and if different interest rates apply within a maturity, to each separate CUSIP number within that maturity). The winning bidder shall advise the District if any maturity of the Bonds satisfies the 10% Test as of the date and time of the award of the Bonds. The District shall promptly advise the winning bidder, at or before the time of award of the Bonds, which maturities (and if different interest rates apply within a maturity, which separate CUSIP number within that maturity) of the Bonds shall be subject to the 10% Test or shall be subject to the hold-the-offering-price rule. Bids will not be subject to cancellation in the event that the District determines to apply the hold-the-offering-price rule to any maturity of the Bonds. Bidders should prepare their bids on the assumption that some or all of the maturities of the Bonds will be subject to the hold-the-offering-price rule in order to establish the issue price of the Bonds.

(d) By submitting a bid, the winning bidder shall (i) confirm that the underwriters have offered or will offer the Bonds to the public on or before the date of award at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in the bid submitted by the winning bidder and (ii) agree, on behalf of the underwriters participating in the purchase of the Bonds, that the underwriters will neither offer nor sell unsold Bonds of any maturity to which the hold-

the-offering-price rule shall apply to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

1. the close of the fifth (5<sup>th</sup>) business day after the sale date; or
2. the date on which the underwriters have sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

The winning bidder shall promptly advise the District when the underwriters have sold 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public, if that occurs prior to the close of the fifth (5th) business day after the sale date.

(e) If the Competitive Sale Requirements are not satisfied, then until the 10% Test has been satisfied as to each maturity of the Bonds, the winning bidder agrees to promptly report to the District the prices at which the unsold Bonds of that maturity have been sold to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% Test has been satisfied as to the Bonds of that maturity or until all Bonds of that maturity have been sold.

(f) The District acknowledges that, in making the representation set forth above, the winning bidder will rely on (i) the agreement of each underwriter to comply with the hold-the-offering-price rule, as set forth in an agreement among underwriters and the related pricing wires, (ii) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, as set forth in a selling group agreement and the related pricing wires, and (iii) in the event that an underwriter is a party to a retail distribution agreement that was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, as set forth in the retail distribution agreement and the related pricing wires. The District further acknowledges that each underwriter shall be solely liable for its failure to comply with its agreement regarding the hold-the-offering-price rule and that no underwriter shall be liable for the failure of any other underwriter, or of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a retail distribution agreement to comply with its corresponding agreement regarding the hold-the-offering-price rule as applicable to the Bonds.

(g) By submitting a bid, each bidder confirms that: (i) any agreement among underwriters, any selling group agreement and each retail distribution agreement (to which the bidder is a party) relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each underwriter, each dealer who is a member of the selling group, and each broker-dealer that is a party to such retail distribution agreement, as applicable, to (A) report the prices at which it sells to the public the unsold Bonds of each maturity allotted to it until it is notified by the winning bidder that either the 10% Test has been satisfied as to the Bonds of that maturity or all Bonds of that maturity have been sold to the public and (B) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the winning bidder and as set forth in the related pricing wires, and (ii) any agreement among underwriters relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each underwriter that is a party to a retail distribution agreement to be employed in connection with the initial sale of the Bonds to the public to require each broker-dealer that is a party to such retail distribution agreement to (A) report the prices at which it sells to the public the unsold

Bonds of each maturity allotted to it until it is notified by the winning bidder or such underwriter that either the 10% Test has been satisfied as to the Bonds of that maturity or all Bonds of that maturity have been sold to the public and (B) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the winning bidder or such underwriter and as set forth in the related pricing wires.

(h) Sales of any Bonds to any person that is a related party to an underwriter shall not constitute sales to the public for purposes of this Notice Inviting Proposals. Further, for purposes of this Notice Inviting Proposals:

- (i) “public” means any person other than an underwriter or a related party,
- (ii) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public),
- (iii) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and
- (iv) “sale date” means the date that the Bonds are awarded by the District to the winning bidder.

## **XXI. Award:**

If the Bonds are awarded on the date of sale, the Bonds will be awarded to the responsible bidder submitting the best responsive bid, considering the coupon interest rate or rates and the purchase price specified in the bid. The best bid will be the bid that conforms with the provisions of this Notice Inviting Proposals and represents the lowest TIC to the District for the Bonds, taking into consideration the interest rate specified, and premium thereon, if any. The TIC is the discount rate that, when compounded semiannually and used to discount all debt service payments on the Bonds back to the date of delivery of such Bonds, results in an amount equal to the purchase price bid for said Bonds. In the event that two or more bidders offer bids for the Bonds at the same lowest TIC, the District will determine by lottery which bidder will be awarded the Bonds. For the purpose of calculating the TIC, the mandatory sinking fund payments, if any, shall be treated as serial maturities in such years. The determination of the bid representing the lowest TIC will be made without regard to any adjustments made or contemplated to be made after the award by the Municipal Advisor on behalf of the District, as described herein under

“Adjustment of Principal Amounts,” even if such adjustments have the effect of raising the TIC of the successful bid to a level higher than the bid containing the next lowest TIC prior to adjustment.

**XXII. Prompt Award:**

The Superintendent of the District or the Chief Business Official of the District, or his or her designee, will take action awarding the Bonds or rejecting all bids not later than twenty-six (26) hours after the expiration of the time herein prescribed for the receipt of bid proposals, unless such time of award is waived by the successful bidder. Notice of the award will be given promptly to the successful bidder.

**XXIII. Delivery:**

Delivery of the Bonds will be made to the purchaser through DTC upon payment of the purchase price in federal funds payable to or for the account of the District at the Orange County Treasurer-Tax Collector, according to such wire or other delivery instructions as shall be provided by the District or the Municipal Advisor. The Closing will take place at the offices of Stradling Yocca Carlson & Rauth, a Professional Corporation, 44 Montgomery Street, Suite 4200, San Francisco, California 94104, or at the purchaser’s request and expense, at any other place mutually agreeable to both the District and the purchaser, on \_\_\_\_\_, 2021.

**XXIV. California Debt and Investment Advisory Commission:**

The successful bidder will be required, pursuant to State of California law, to pay any fees to the California Debt and Investment Advisory Commission (“CDIAC”). CDIAC will invoice the successful bidder after the closing of the Bonds.

**XXV. No Litigation and Non-Arbitrage:**

The District will deliver a certificate stating that no litigation is pending affecting the issuance and sale of the Bonds. The District will also deliver an arbitration certificate covering its reasonable expectations concerning the Bonds and the use of proceeds thereof.

**XXVI. Official Statement:**

The District will make available a Preliminary Official Statement relating to the Bonds, a copy of which, along with related documents, will be furnished upon request made to Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245, Attn: Timothy Carty, timothy.carty@psc.com, the District’s Municipal Advisor, or telephoned to said Municipal Advisor at (310) 297-6011. Such Preliminary Official Statement, together with any supplements thereto, shall be in a form “deemed final” by the District for the purposes of Securities and Exchange Commission Rule 15c2-12(b)(1), but is subject to revision, amendment and completion in a final version thereof (the “Official Statement”).

Each bidder must read the entire Preliminary Official Statement prior to bidding on the Bonds, to obtain information essential to the making of an informed decision to bid. This Notice Inviting Proposals contains certain information for general reference only, and is not a complete summary of the issue. The Internet posting of the Preliminary Official Statement does not constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, the securities described in the

Preliminary Official Statement, in any jurisdiction in which such offer, solicitation, or sale would be unlawful prior to registration or qualification under the securities laws of any such jurisdiction.

Copies of the Official Statement will be made available to the purchaser without charge, up to an amount of 10 copies, within seven business days of the date of sale and additional copies will be made available upon request at the purchaser's expense.

The District will deliver, at the closing, a certificate executed by an authorized officer of the District, acting in their official capacity, to the effect that the Official Statement does not contain any untrue statement of a material fact, or omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they are made, not misleading.

The District undertakes that for a certain period of up to twenty-five (25) days following the end of the "underwriting period" as defined in Rule 15c2-12(b)(5) promulgated under the Securities Exchange Act of 1934 (the "Rule"), it will (i) apprise the winning bidder if any event shall occur, or information comes to the attention of the District that, in the reasonable judgment of the District, is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, and (ii) if requested by the winning bidder, prepare a supplement to the final Official Statement with respect to such event or information. The District will presume, unless notified in writing by the winning bidder, that the end of the underwriting period will occur on the date of the delivery of the Bonds. By making a bid on the Bonds, the winning bidder agrees (i) to disseminate to all members of the underwriting syndicate, if any, copies of the final Official Statement, including any supplements prepared by the District, and to file a copy of the final Official Statement, including any supplements prepared by the District, with the Municipal Securities Rulemaking Board (the "MSRB") through its Electronic Municipal Market Access ("EMMA") system (as provided by the Rule) within one business day after receipt thereof from the District or its designee, but in any event, no later than the date of closing and (ii) to take any and all other actions necessary to comply with the applicable rules of the Securities and Exchange Commission and the MSRB governing the offering, sale and delivery of the Bonds to the ultimate purchasers.

## **XXVII. Continuing Disclosure:**

In order to assist bidders in complying with the Rule, the District will undertake in a Continuing Disclosure Certificate to provide certain annual financial information and notices of the occurrence of events listed therein. A description of this undertaking and a form of the Continuing Disclosure Certificate are included in the Preliminary Official Statement.

## **XXVIII. Ratings:**

Moody's Investors Service, Inc. ("Moody's") has assigned to the Bonds the rating shown on the cover page of the Preliminary Official Statement or, if not so indicated, will be available upon request from the Municipal Advisor. Such rating reflects only the views of Moody's and explanation of the significance of such ratings may be obtained from Moody's as follows: Moody's Investors Service, Inc., 7 World Trade Center at 250 Greenwich Street, New York, New York 10007. There is no assurance that the rating will continue for any given period of time or that it will not be revised downward or withdrawn entirely by Moody's, if, in its judgment, circumstances so warrant. Any such downward revision or withdrawal of such rating may have an adverse effect on the market price of the Bonds.

**XXIX. Right to Cancel, Postpone, or Reschedule Sale:**

The District reserves the right to cancel, postpone or reschedule the sale of the Bonds upon notice given through the Bloomberg News Service, Thomson Municipal Market Monitor ([www.tm3.com](http://www.tm3.com)) or *The Bond Buyer* not later than 1:00 p.m. (Pacific Time) on the day prior to the date bids are to be received. If the sale is postponed, bids will be received at the place set forth above, at the date and time as the District shall determine. Notice of the new sale date and time, if any, will be given through Bloomberg News Service, Thomson Municipal Market Monitor ([www.tm3.com](http://www.tm3.com)) or *The Bond Buyer* no later than twenty-three (23) hours prior to the new time bids are to be received. As an accommodation to bidders, telephone or fax notice of the postponement of the sale date and of the new sale date will be given to any bidder requesting such notice from the Municipal Advisor. Failure of any bidders to receive such notice shall not affect the legality of the sale.

**XXX. Additional Information:**

Copies of the Notice Inviting Proposals and the Preliminary Official Statement relating to the Bonds will be furnished to any bidder upon request made to Piper Sandler & Co., Attn: Timothy Carty, phone: (310) 229-6011, [timothy.carty@psc.com](mailto:timothy.carty@psc.com), the Municipal Advisor to the District.

Dated: \_\_\_\_\_, 2021

LA HABRA CITY SCHOOL DISTRICT

By: \_\_\_\_\_  
Joanne Culverhouse, Ed.D.  
Superintendent

## EXHIBIT A

\$ \_\_\_\_\_  
LA HABRA CITY SCHOOL DISTRICT  
(Orange County, California)  
Election of 2012 General Obligation Bonds, Series E

### CERTIFICATE OF THE PURCHASER

The undersigned, on behalf of \_\_\_\_\_, hereby certifies as set forth below with respect to the sale of the above-captioned obligations (the “Bonds”).

1. ***Reasonably Expected Initial Offering Price.***

(a) As of the Sale Date, the reasonably expected initial offering prices of the Bonds to the Public by \_\_\_\_\_ are the prices listed in Schedule A (the “Expected Offering Prices”). The Expected Offering Prices are the prices for the Maturities of the Bonds used by \_\_\_\_\_ in formulating its bid to purchase the Bonds. Attached as Schedule B is a true and correct copy of the bid provided by \_\_\_\_\_ to purchase the Bonds.

(b) \_\_\_\_\_ was not given the opportunity to review other bids prior to submitting its bid.<sup>1</sup>

(c) The bid submitted by \_\_\_\_\_ constituted a firm offer to purchase the Bonds.

2. ***Defined Terms.***

(a) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate Maturities.

(b) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(c) *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is \_\_\_\_\_, 2021.

(d) *Underwriter* means (i) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of

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<sup>1</sup> Treas. Reg. §1.148-1(f)(3)(i)(B) requires that all bidders have an equal opportunity to bid to purchase bonds. If the bidding process affords an equal opportunity for bidders to review other bids prior to submitting their bids, then this representation should be modified to describe the bidding process.

the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents \_\_\_\_\_'s interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the La Habra City School District (the "District") with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Bonds, and by Stradling Yocca Carlson & Rauth, Bond Counsel, in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the District from time to time relating to the Bonds.

\_\_\_\_\_, as Underwriter

By: \_\_\_\_\_

—

Name: \_\_\_\_\_

—

Dated: \_\_\_\_\_, 2021



**SCHEDULE A**  
**EXPECTED OFFERING PRICES**

*(Attached)*

B-A-A-1

**SCHEDULE B**  
**COPY OF UNDERWRITER'S BID**  
*(Attached)*

B-A-B-1

## EXHIBIT C

### NOTICE OF INTENTION TO SELL

\$\_\_\_\_\_\*

LA HABRA CITY SCHOOL DISTRICT  
(Orange County, California)  
Election of 2012 General Obligation Bonds, Series E

**NOTICE IS HEREBY GIVEN** that the La Habra City School District (the “District”), in Orange County, California, intends to offer for public sale on \_\_\_\_\_, 2021, at the office of Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245, the following general obligation bonds of the District at the hour of [9:00 a.m.] Pacific Time, not to exceed \$\_\_\_\_\_ principal amount of general obligation bonds of the District designated “La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E” (the “Bonds”). Within 26 hours of the bid time, the Superintendent or Chief Business Official of the District will consider the bids received and, if acceptable bids are received, which comply with the provisions of the Notice Inviting Proposals for Purchase of the Bonds described below, award the sale of the Bonds on the basis of the true interest cost. In the event that no bids are awarded by the designated time, proposals will be received at a subsequent time and date to be determined by the District and publicized via PARITY, the Bond Buyer Wire, or Thomson Municipal Market Monitor ([www.tm3.com](http://www.tm3.com)).

**NOTICE IS HEREBY FURTHER GIVEN** that the Bonds will be offered for public sale subject to the terms and conditions of the Notice Inviting Proposals for Purchase of the Bonds, dated \_\_\_\_\_, 2021. Copies of the Preliminary Official Statement and the Notice Inviting Proposals for Purchase of Bonds will be furnished upon request made to Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245, Attn: Timothy Carty, phone: (310) 297-6011, e-mail: [timothy.carty@psc.com](mailto:timothy.carty@psc.com), the Municipal Advisor to the District for the Bonds.

Dated: \_\_\_\_\_, 2021

LA HABRA CITY SCHOOL DISTRICT

By: \_\_\_\_\_  
Joanne Culverhouse, Ed.D.  
Superintendent

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\* Preliminary, subject to change.

**NEW ISSUE -- FULL BOOK-ENTRY**

Rating: Moody's: "\_\_\_"  
(See "MISCELLANEOUS – Rating" herein)

*In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California ("Bond Counsel"), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax. (See "TAX MATTERS" herein with respect to tax consequences relating to the Bonds.)*

\$ \_\_\_\_\_ \*

**LA HABRA CITY SCHOOL DISTRICT**  
(Orange County, California)  
Election of 2012 General Obligation Bonds, Series E

**Dated: Date of Delivery**

**Due: August 1, as shown on inside cover**

*This cover page contains certain information for general reference only. It is not a summary of this issue. Investors must read the entire official statement to obtain information essential to the making of an informed investment decision. Capitalized terms used on this cover page and not otherwise defined shall have the meanings set forth herein.*

The La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E (the "Bonds"), were authorized at an election of the registered voters of the La Habra City School District (the "District") held on November 6, 2012, at which election the requisite 55% of the persons voting on the proposition voted to authorize the issuance and sale of \$31,000,000 aggregate principal amount of general obligation bonds of the District. The Bonds are being issued to (i) finance the repair, upgrading, acquisition, construction and equipping of District sites and facilities, and (ii) pay the costs of issuing the Bonds.

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The Board of Supervisors of Orange County is empowered and obligated to annually levy such *ad valorem* property taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due.

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee of The Depository Trust Company, New York, New York (collectively referred to herein as "DTC"). Purchasers of the Bonds (the "Beneficial Owners") will not receive physical certificates representing their interests in the Bonds, but will instead receive credit balances on the books of their respective nominees. See "APPENDIX D – Book-Entry Only System" attached hereto.

The Bonds will be issued as current interest bonds, such that interest thereon will accrue from the date of delivery and be payable semiannually on February 1 and August 1 of each year, commencing August 1, 2021. The Bonds are issuable as fully registered bonds in denominations of \$5,000 principal amount or any integral multiple thereof. Payments of principal of and interest on the Bonds will be made by U.S. Bank National Association, as the designated paying agent, bond registrar and transfer agent for the Bonds (the "Paying Agent"), to DTC for subsequent disbursement to DTC Participants (as defined herein) who will remit such payments to the Beneficial Owners of the Bonds.

**The Bonds are subject to optional and mandatory sinking fund redemption as further described herein.\* See "THE BONDS – Redemption" herein.**

**Maturity Schedule\***  
(See inside front cover)

*Pursuant to the terms of a public sale on \_\_\_\_\_, 2021, the Bonds were awarded to \_\_\_\_\_, as underwriter therefor, at a True-Interest Cost of \_\_\_\_\_%. The Bonds are being offered when, as and if issued and received by the Underwriter, subject to the approval of legality by Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, Bond Counsel and Disclosure Counsel. The Bonds, in book-entry form, will be available through the facilities of the Depository Trust Company in New York, New York, on or about \_\_\_\_\_, 2021.\**

The date of this Official Statement is: \_\_\_\_\_, 2021

\* Preliminary, subject to change.

**MATURITY SCHEDULE\***

**Base CUSIP<sup>(1)</sup>: 503426**

**\$ \_\_\_\_\_ \***  
**LA HABRA CITY SCHOOL DISTRICT**  
**(Orange County, California)**  
**Election of 2012 General Obligation Bonds, Series E**

**\$ \_\_\_\_\_ Serial Bonds**

<b><u>Maturity</u></b> <b><u>(August 1)</u></b>	<b><u>Principal</u></b> <b><u>Amount</u></b>	<b><u>Interest</u></b> <b><u>Rate</u></b>	<b><u>Yield</u></b>	<b>CUSIP<sup>(1)</sup></b> <b><u>Suffix</u></b>
--	---	--	---------------------	--

**\$ \_\_\_\_\_ – \_\_\_\_\_ % Term Bonds due August 1, 20\_\_ - Yield: \_\_\_\_\_ %; CUSIP<sup>(1)</sup> Suffix:**

\_\_\_\_\_  
\*Preliminary, subject to change.

<sup>(1)</sup> CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services (“CGS”), managed by S&P Capital IQ on behalf of The American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. None of the Underwriter, the Municipal Advisor or the District is responsible for the selection or correctness of the CUSIP numbers set forth herein. CUSIP numbers have been assigned by an independent company not affiliated with the District, the Municipal Advisor or the Underwriter and are included solely for the convenience of the registered owners of the applicable Bonds. None of the District, the Municipal Advisor, nor the Underwriter are responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the applicable Bonds or as included herein. The CUSIP number for a specific maturity is subject to being changed after the execution and delivery of the Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Bonds.

This Official Statement does not constitute an offering of any security other than the original offering of the Bonds of the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The issuance and sale of the Bonds have not been registered under the Securities Act of 1933 or the Securities Exchange Act of 1934, both as amended, in reliance upon exemptions provided thereunder by Sections 3(a)2 and 3(a)12, respectively, for the issuance and sale of municipal securities. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so or to any person to whom it is unlawful to make such offer or solicitation.

Certain information set forth herein has been obtained from sources outside the District which are believed to be reliable, but such information is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced in this Official Statement, the words or phrases “will likely result,” “are expected to,” “will continue,” “is anticipated,” “estimate,” “project,” “forecast,” “expect,” “intend” and similar expressions identify “forward-looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material.

The Underwriter has provided the following sentence for inclusion in this Official Statement:

“The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or the completeness of such information herein.”

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY OVERALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICES OF THE BONDS AT LEVELS ABOVE THAT WHICH MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE BONDS TO CERTAIN SECURITIES DEALERS AND DEALER BANKS AND BANKS ACTING AS AGENT AT PRICES LOWER THAN THE PUBLIC OFFERING PRICES STATED ON THE INSIDE COVER PAGE AND SAID PUBLIC OFFERING PRICES MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

The District maintains a website and certain social media accounts. However, the information presented there is not part of this Official Statement and should not be relied upon in making an investment decision with respect to the Bonds.

## **LA HABRA CITY SCHOOL DISTRICT**

### **Board of Education**

Adam Rogers, *President*  
Cynthia Aguirre, *Clerk/Vice President*  
Ofelia Hanson, *Member*  
Emily Pruitt, *Member*  
Susan Kolberg-Pritchard, Ph.D., *Member*

### **District Administration**

Joanne Culverhouse, Ed.D., *Superintendent*  
Christeen Betz, *Chief Business Official*

## **PROFESSIONAL SERVICES**

### **Bond and Disclosure Counsel**

Stradling Yocca Carlson & Rauth,  
a Professional Corporation  
*San Francisco, California*

### **Municipal Advisor**

Piper Sandler & Co.  
*El Segundo, California*

### **Paying Agent**

U.S. Bank National Association  
*Los Angeles, California*

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**LA HABRA CITY SCHOOL DISTRICT**  
**(Orange County, California)**  
**Election of 2012 General Obligation Bonds, Series E**

**INTRODUCTION**

This Official Statement, which includes the cover page, inside cover page and appendices hereto, provides information in connection with the sale of the La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E in the principal amount of \$ \_\_\_\_\_\* (the “Bonds”).

**This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement, including the cover page, inside cover page and appendices hereto, and the documents summarized or described herein. A full review should be made of the entire Official Statement. The offering of Bonds to potential investors is made only by means of the entire Official Statement.**

**The District**

La Habra City School District (the “District”) is located in the northwestern portion of Orange County, California (the “County”). The District boundaries include the City of La Habra and portions of the City of Brea and the City of Fullerton, as well as certain unincorporated areas of the County. The District’s jurisdiction includes approximately five square miles.

The District operates seven elementary schools and two middle schools. The District’s ADA and enrollment for fiscal year 2020-21 are projected to be 4,355 and 4,513, respectively. The District’s ADA and enrollment may be impacted by COVID-19. See also “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. The District has a total fiscal year 2020-21 assessed valuation of \$6,856,454,861.

The District is governed by a Board of Education (the “Board”), consisting of five members who are elected at large to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. The management and policies of the District are administered by a Superintendent appointed by the Board who is responsible for day-to-day District operations as well as the supervision of the District’s other key personnel. Joanne Culverhouse, Ed.D. is the current Superintendent of the District.

See “TAX BASE FOR REPAYMENT OF BONDS” herein for information regarding the District’s assessed valuation, and “DISTRICT FINANCIAL INFORMATION” and “LA HABRA CITY SCHOOL DISTRICT” herein for information regarding the District generally. The District’s audited financial statements for the fiscal year ended June 30, 2020 are attached hereto as APPENDIX B and should be read in their entirety. The discussion of the District’s financial history and the financial information contained herein does not purport to be complete or definitive.

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\* Preliminary, subject to change.

In order to curb the potential spread of the coronavirus known as COVID-19, on March 13, 2020, the Board made the initial decision to close all District schools effective March 16, 2020. On May 1, 2020, the District changed the school closures to school dismissal through the end of the 2019-20 school year. The District has implemented voluntary remote learning programs for its students during such period of closure and dismissal. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. See also “TAX BASE FOR REPAYMENT OF THE BONDS – Assessed Valuations” herein regarding risks related to outbreaks of disease and other factors that may affect the assessed value of property within the District.

### **Purpose of Issue**

The Bonds are being issued to (i) finance the repair, upgrading, acquisition, construction and equipping of District sites and facilities, and (ii) pay the costs of issuing the Bonds. See “THE BONDS – Application and Investment of Bond Proceeds” and “ESTIMATED SOURCES AND USES OF FUNDS” herein.

### **Authority for Issuance of the Bonds**

The Bonds are issued pursuant to certain provisions of the Government Code and other applicable law, and pursuant to a resolution adopted by the Board. See “THE BONDS – Authority for Issuance” herein.

### **Security and Sources of Payment for the Bonds**

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The Board of Supervisors of the County (the “County Board”) is empowered and obligated to annually levy *ad valorem* property taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due. See “THE BONDS – Security and Sources of Payment” herein.

### **Description of the Bonds**

***Form, Registration and Denomination.*** The Bonds will only be issued in fully registered book-entry form (without coupons), initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”), and will be available to actual purchasers of the Bonds (the “Beneficial Owners”) in the denominations set forth on the inside cover page hereof, under the book-entry only system maintained by DTC, and only through brokers and dealers who are or act through DTC Participants as described herein. See “APPENDIX D – BOOK-ENTRY ONLY SYSTEM” attached hereto. Beneficial Owners will not receive physical certificates representing their interests in the Bonds, but will instead receive credit balances on the books of their respective nominees. In the event that the book-entry only system described herein is no longer used with respect to the Bonds, the Bonds will be registered in accordance with the Resolution described herein. See “THE BONDS – Discontinuation of Book-Entry Only System; Registration, Transfer and Exchange of Bonds” herein.

**So long as Cede & Co. is the registered owner of the Bonds, as nominee of DTC, references herein to the “Owners,” “Bond Owners” or “Holders” of the Bonds (other than under the caption “TAX MATTERS” herein, as well as in APPENDIX A attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Bonds.**

**Denominations.** Individual purchases of interests in the Bonds will be available to purchasers of the Bonds in the denominations of \$5,000 principal amount or any integral multiple thereof.

**Redemption.\*** The Bonds are subject to optional redemption prior to their stated maturity dates, as further described herein. The Bonds are further subject to mandatory sinking fund redemption as further described herein. See also “THE BONDS – Redemption” herein.

**Payments.** The Bonds will be issued as current interest bonds, such that interest thereon will accrue from the initial date of delivery of the Bonds (the “Date of Delivery”), and be payable semiannually on each February 1 and August 1 (each a “Bond Payment Date”), commencing August 1, 2021. Principal of the Bonds is payable on August 1 in the amounts and years as set forth on the inside cover page hereof. Payments of the principal of and interest on the Bonds will be made by the U.S. Bank National Association, acting as the designated paying agent, bond registrar and transfer agent (the “Paying Agent”), to DTC for subsequent disbursement through DTC Participants (as defined herein) to the Beneficial Owners of the Bonds. See “APPENDIX D – BOOK-ENTRY ONLY SYSTEM” attached hereto.

## **Tax Matters**

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, Bond Counsel, based on existing statutes, regulations, rulings and judicial decisions and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest on the Bonds is exempt from State of California (the “State”) personal income tax. See “TAX MATTERS” herein.

## **Offering and Delivery of the Bonds**

The Bonds are offered when, as and if issued, subject to approval as to the validity by Bond Counsel. It is anticipated that the Bonds will be available for delivery through the facilities of DTC in New York, New York on or about \_\_\_\_\_, 2021.\*

## **Continuing Disclosure**

The District will covenant for the benefit of Owners and Beneficial Owners to make available certain financial information and operating data relating to the District and to provide notices of the occurrence of certain enumerated events in compliance with Securities and Exchange Commission Rule 15c2-12(b)(5) (the “Rule”). These covenants have been made in order to assist the Underwriter (defined herein) in complying with the Rule. The specific nature of the information to be made available and of the notices of enumerated events required to be provided are summarized in APPENDIX C attached hereto.

## **Bond Owner’s Risks**

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes which may be levied on all taxable property in the District, without limitation as to rate or amount, upon all property within the District subject to taxation by the District (except with respect to

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\* Preliminary, subject to change.

certain personal property which is taxable at limited rates). For more complete information regarding the taxation of property within the District and certain other considerations related thereto, see “TAX BASE FOR REPAYMENT OF BONDS,” “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19,” and “LIMITATION ON REMEDIES; BANKRUPTCY” herein.

### **Professionals Involved in the Offering**

Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California is acting as Bond Counsel and Disclosure Counsel to the District with respect to the Bonds. Piper Sandler & Co. is the municipal advisor for the District (the “Municipal Advisor”). Stradling Yocca Carlson & Rauth, a Professional Corporation and Piper Sandler & Co. will receive compensation from the District contingent upon the sale and delivery of the Bonds.

### **Forward-Looking Statements**

Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements” within the meaning of the United States Private Securities Litigation Reform Act of 1995, Section 21E of the United States Securities Exchange Act of 1934, as amended, and Section 27A of the United States Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as “plan,” “expect,” “estimate,” “project,” “budget,” “intend,” or other similar words. Such forward-looking statements include, but are not limited to, certain statements contained in the information regarding the District herein.

THE ACHIEVEMENT OF CERTAIN RESULTS OR OTHER EXPECTATIONS CONTAINED IN SUCH FORWARD-LOOKING STATEMENTS INVOLVE KNOWN AND UNKNOWN RISKS, UNCERTAINTIES AND OTHER FACTORS WHICH MAY CAUSE ACTUAL RESULTS, PERFORMANCE OR ACHIEVEMENTS DESCRIBED TO BE MATERIALLY DIFFERENT FROM ANY FUTURE RESULTS, PERFORMANCE OR ACHIEVEMENTS EXPRESSED OR IMPLIED BY SUCH FORWARD-LOOKING STATEMENTS. THE DISTRICT DOES NOT PLAN TO ISSUE ANY UPDATES OR REVISIONS TO THE FORWARD-LOOKING STATEMENTS SET FORTH IN THIS OFFICIAL STATEMENT.

### **Other Information**

This Official Statement speaks only as of its date, and the information contained herein is subject to change. Copies of documents referred to herein and information concerning the Bonds are available from the La Habra City School District, 500 N. Walnut Street, La Habra, California 90631 Telephone: (562) 690-2305. The District may impose a charge for copying, mailing and handling.

No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained herein and, if given or made, such other information or representations must not be relied upon as having been authorized by the District. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

This Official Statement is not to be construed as a contract with the purchasers of the Bonds. Statements contained in this Official Statement which involve estimates, forecasts or matters of opinion, whether or not expressly so described herein, are intended solely as such and are not to be construed as representations of fact. The summaries and references to documents, statutes and constitutional

provisions referred to herein do not purport to be comprehensive or definitive, and are qualified in their entirety by reference to each of such documents, statutes and constitutional provisions.

Certain information set forth herein, other than that provided by the District, has been obtained from official sources which are believed to be reliable but it is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

Capitalized terms used but not otherwise defined herein shall have the meanings assigned to such terms in the Resolution (as defined herein).

## **THE BONDS**

### **Authority for Issuance**

The Bonds are issued pursuant to the provisions of Government Code Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5, commencing with Section 53506 *et seq.*, as amended, Article XIII A of the State Constitution and pursuant to a resolution adopted by the Board on February 11, 2021 (the "Resolution"). The District received authorization at an election held on November 6, 2012 by the requisite 55% of the votes cast by eligible voters within the District to issue \$31,000,000 aggregate principal amount of general obligation bonds (the "Authorization"). The Bonds represent the fifth and final issuance of general obligation bonds under the Authorization. Following the issuance of the Bonds, there will be no meaningful remaining bond authorization\*.

### **Security and Sources of Payment**

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The County Board is empowered and obligated to annually levy *ad valorem* property taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due. The levy may include allowance for an annual reserve, established for the purpose of avoiding fluctuating tax levies. The County, however, is not obligated to establish such a reserve, and the District can make no representation that such reserve will be established by the County or that such a reserve, if previously established by the County, will be maintained in the future.

Such taxes will be levied annually in addition to all other taxes during the period that the Bonds are outstanding in an amount sufficient to pay the principal of and interest on the Bonds when due. Such taxes, when collected, will be placed by the County in the Debt Service Fund (as defined herein), which is required to be segregated and maintained by the County and which is designated for the payment of the Bonds, and interest thereon when due, and for no other purpose. Pursuant to the Resolution, the District has pledged funds on deposit in the Debt Service Fund to the payment of the Bonds. Although the County Board is obligated to levy *ad valorem* property taxes for the payment of the Bonds as described above, and the County will maintain the Debt Service Fund, the Bonds are a debt of the County.

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\* Preliminary, subject to change.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Bonds as the same become due and payable, will be transferred to the Paying Agent. The Paying Agent will in turn remit the funds to DTC for remittance of such principal and interest to its Participants for subsequent disbursement to the Beneficial Owners of the Bonds.

The amount of the annual *ad valorem* property taxes levied by the County to repay the Bonds as described above will be determined by the relationship between the assessed valuation of taxable property in the District and the amount of debt service due on the Bonds in any year. Fluctuations in the annual debt service on the Bonds and the assessed value of taxable property in the District may cause the annual tax rate to fluctuate. Economic and other factors beyond the District's control, such as general market decline in real property values, disruption in financial markets that may reduce the availability of financing for purchasers of property, outbreak of disease, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, fire, wildfire, flood, drought, outbreak of disease or toxic contamination, could cause a reduction in the assessed value of taxable property within the District and necessitate a corresponding increase in the annual tax rate. For further information regarding the District's assessed valuation, tax rates, overlapping debt, and other matters concerning taxation, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution", "TAX BASE FOR REPAYMENT OF BONDS" and "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

### **Statutory Lien**

Pursuant to Government Code Section 53515, the Bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof. The lien automatically attaches, without further action or authorization by the Board, and is valid and binding from the time the Bonds are executed and delivered. The revenues received pursuant to the levy and collection of the *ad valorem* property tax will be immediately subject to the lien, and such lien will be enforceable against the District, its successor, transferees and creditors, and all other parties asserting rights therein, irrespective of whether such parties have notice of the lien and without the need for physical delivery, recordation, filing or further act.

This statutory lien, by its terms, secures not only the Bonds, but also any other bonds of the District issued after January 1, 2016 and payable, both as to principal and interest, from the proceeds of *ad valorem* property taxes that may be levied pursuant to paragraphs (2) and (3) of subdivision (b) of Section 1 of Article XIII A of the State Constitution. The statutory lien provision does not specify the relative priority of obligations so secured or a method of allocation in the event that the revenues received pursuant to the levy and collection of such *ad valorem* property taxes are insufficient to pay all amounts then due and owing that are secured by the statutory lien.

### **General Provisions**

The Bonds will be issued in book-entry form only and will be initially issued and registered in the name of Cede & Co., as nominee for DTC. Beneficial Owners will not receive physical certificates representing their interests in the Bonds, but will instead receive credit balances on the books of their respective nominees.

Interest on the Bonds accrues from the Date of Delivery, and is payable on each Bond Payment Date, commencing August 1, 2021. Interest on the Bonds will be computed on the basis of a 360-day

year of twelve 30-day months. Each Bond shall bear interest from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month immediately preceding any Bond Payment Date to and including such Bond Payment Date, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2021, in which event it shall bear interest from its dated date. Except for one bond issued in the denomination of \$1,000 or any integral multiple thereof, the Bonds are issuable in denominations of \$5,000 principal amount or any integral multiple thereof and mature on August 1 in the years and amounts set forth on the inside cover page hereof.

Payment of interest on any Bond will be made on any Bond Payment Date to the person appearing on the bond registration books of the Paying Agent (the "Bond Register") of the Paying Agent as the Owner thereof as of the close of business on the 15th day of the month next preceding any Bond Payment Date (a "Record Date"), such interest to be paid by wire transfer to such Owner on the Bond Payment Date at his or her bank and account number as it appears on such Bond Register or at such other address as he or she may have filed with the Paying Agent for that purpose on or before the Record Date. The principal, and redemption premiums, if any, payable on the Bonds will be payable upon maturity or redemption upon surrender at the principal office of the Paying Agent. The principal of, redemption premiums, if any, and interest on, the Bonds will be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof.

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## Annual Debt Service

The following table summarizes the debt service requirements of the District for the Bonds (assuming no optional redemptions):

<b><u>Year Ending (August 1)</u></b>	<b><u>Annual Principal Payment</u></b>	<b><u>Annual Interest Payment<sup>(1)</sup></u></b>	<b><u>Total Annual Debt Service</u></b>
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<sup>(1)</sup> Interest payments on the Bonds will be made semiannually on February 1 and August 1 of each year, commencing August 1, 2021.

See also “LA HABRA CITY SCHOOL DISTRICT – District Debt Structure – General Obligation Bonds” herein for a schedule of the combined debt service requirements for all of the District’s outstanding general obligation bonds.

## Redemption

***Optional Redemption.***\* The Bonds maturing on or before August 1, 20\_\_ are not subject to redemption prior to their fixed maturity dates. The Bonds maturing on or after August 1, 20\_\_ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of funds, in whole or in part, on August 1, 20\_\_ or on any date thereafter, at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

***Mandatory Redemption.***\* The Bonds maturing on August 1, 20\_\_ (the “20\_\_ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof, plus accrued interest to the date fixed for redemption, without premium. The principal amount represented by such 20\_\_ Term Bonds to be so redeemed and the dates therefor and the final principal payment date is as indicated in the following table:

<b>Redemption Date</b> <b><u>(August 1)</u></b>	<b><u>Principal Amount</u></b>
<hr/>	
<sup>(1)</sup> Maturity.	

In the event that a portion of any of the 20\_\_ Term Bonds shown above are optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect of the portion of such 20\_\_ Term Bonds optionally redeemed.

***Selection of Bonds for Redemption.*** Whenever provision is made for the optional redemption of Bonds and less than all outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in a principal amount of \$5,000, or any integral multiple thereof.

***Notice of Redemption.*** When optional redemption is authorized pursuant to the Resolution, upon written instruction from the District, the Paying Agent will give notice (a “Redemption Notice”) of the redemption of the Bonds (or portions thereof). Each Redemption Notice will specify (a) the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, (b) the date of redemption, (c) the place or places where the redemption will be made, including the name and address of the Paying Agent, (d) the redemption price, (e) the CUSIP numbers (if any) assigned to the Bonds to be redeemed, (f) the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the principal amount of such Bond to be redeemed, and (g) the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part.

The Paying Agent will take the following actions with respect to each such Redemption Notice: (a) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given to the respective Owners of Bonds designated for redemption by registered or certified mail,

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\* Preliminary, subject to change.

postage prepaid, at their addresses appearing on the Bond Register; (b) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Securities Depository; (c) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services; and (d) such Redemption Notice shall be given to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

“Information Services” means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System (“EMMA”); or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

“Securities Depository” means The Depository Trust Company, 55 Water Street, New York, New York 10041.

A certificate of the Paying Agent to the effect that a Redemption Notice has been given as provided herein will be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given will affect the sufficiency of the proceedings for the redemption of the affected Bonds.

***Conditional Notice of Redemption.*** With respect to any notice of optional redemption of Bonds (or portions thereof) as described above, unless upon the giving of such notice such Bonds (or portions thereof) shall be deemed to have been defeased as described in “– Defeasance” herein, such notice will state that such redemption will be conditional upon the receipt by an independent escrow agent selected by the District on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the principal of, and premium, if any, and interest on, such Bonds (or portions thereof) to be redeemed, and that, if such moneys shall not have been so received, said notice shall be of no force and effect, no portion of the Bonds will be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption will not be made and the Paying Agent will within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice, to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District has the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent will distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

***Partial Redemption of Bonds.*** Upon the surrender of any Bond redeemed in part only, the Paying Agent will execute and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in principal amount to the unredeemed portion of the Bond surrendered. Such partial redemption is valid upon payment of the amount required to be paid to such Owner, and the District will be released and discharged thereupon from all liability to the extent of such payment.

***Effect of Notice of Redemption.*** If notice of redemption is given as described above, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as described in “– Defeasance” herein, the Bonds to be redeemed will become due and payable on such date of redemption.

If on such redemption date, moneys for the redemption of all the Bonds to be redeemed, together with interest accrued to such redemption date, shall be held in trust so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as described above, then from and after such redemption date, interest on the Bonds to be redeemed will cease to accrue and become payable. All money held for the redemption of Bonds will be held in trust for the account of the Owners of the Bonds so to be redeemed.

***Bonds No Longer Outstanding.*** When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and, accrued interest with respect thereto to the date fixed for redemption, then such Bonds will no longer be deemed outstanding and will be surrendered to the Paying Agent for cancellation.

### **Discontinuation of Book-Entry Only System; Registration, Transfer and Exchange of Bonds**

So long as any of the Bonds remain outstanding, the District will cause the Paying Agent to maintain at its designated office all books and records necessary for the registration, exchange and transfer of such Bonds, which will at all times be open to inspection by the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register, exchange or transfer or cause to be registered, exchanged or transferred, on said books, Bonds as provided in the Resolution.

*In the event that the book-entry only system as described herein is no longer used with respect to the Bonds, the following provisions will govern the registration, transfer, and exchange of the Bonds.*

Payment of interest on any Bond will be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The principal, and redemption premiums, if any, payable on the Bonds, will be payable upon maturity or redemption upon surrender at the designated corporate trust office of the Paying Agent. The principal of, premiums, if any, and interest on, the Bonds will be payable in lawful money of the United States of America.

Any Bond may be exchanged for Bonds of like tenor, maturity and Transfer Amount (which with respect to any outstanding Bonds means the principal amount thereof) upon presentation and surrender at the designated corporate trust office of the Paying Agent, together with a request for exchange signed by the registered Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of the Bond at the designated corporate trust office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new Bond or Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing interest at the same rate and maturing on the same date.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on

the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

### **Defeasance**

All or any portion of the outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which together with any amounts transferred from the Debt Service Fund, if any, is sufficient to pay all such Bonds outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with any amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) above, to the Owners of the Bonds not so surrendered and paid all sums due with respect thereto.

“Government Obligations” means direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), and obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian’s general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC (“S&P”) or by Moody’s Investors Service (“Moody’s”).

### **Application and Investment of Bond Proceeds**

The proceeds of the Bonds will be used to (i) finance the repair, upgrading, acquisition, construction and equipping of certain District sites and facilities and (ii) pay the costs of issuing the Bonds.

The net proceeds from the sale of the Bonds will be paid to the County to the credit of a building fund (the “Building Fund”) created by the Resolution and held by the County, and will be applied solely for the purposes for which the Bonds are being issued. Interest earnings in the Building Fund will be retained therein. Any excess proceeds of the Bonds not needed for the authorized purposes for which the Bonds are being issued, upon written notice from the District, will be transferred from the Building Fund to the Debt Service Fund and applied to the payment of the principal of and interest on the Bonds.

Any premium received by the District from the sale of the Bonds, as well as *ad valorem* property taxes levied for the payment of the Bonds, when collected, shall be kept separate and apart in a debt service fund created by the Resolution and held by the County (the “Debt Service Fund”) and used only for payment of principal of and interest on the Bonds. Any interest earnings on moneys held in the Debt Service Fund will be retained therein. If, after all of the Bonds have been redeemed or paid and otherwise cancelled, there are moneys remaining in the Debt Service Fund, said moneys will be transferred to the general fund of the District as provided and permitted by law.

**Investment of Bond Proceeds.** All funds held by the County Treasurer (the “Treasurer”) in the Building Fund and the Debt Service Fund are expected to be invested at the sole discretion of the Treasurer, on behalf of the District, in investment pools of the County into which the District may lawfully invest its funds, in any investments authorized pursuant to the Government Code Section 53601, all in accordance with the investment policy of the County, as such statutes and investment policy may be amended or supplemented from time to time. Amounts in the Building Fund will be invested in the Orange County Educational Investment Pool. Amounts in the Debt Service Fund will be invested in the County’s Commingled Investment Pool. See “APPENDIX F – ORANGE COUNTY EDUCATIONAL INVESTMENT POOL” and “APPENDIX G – ORANGE COUNTY INVESTMENT POOL” attached hereto.

## **ESTIMATED SOURCES AND USES OF FUNDS**

The estimated sources and uses of funds with respect to the Bonds are as follows:

### **Sources of Funds**

Principal Amount  
[Net] Original Issue [Premium/Discount]  
Total Sources

### **Uses of Funds**

Building Fund  
Debt Service Fund  
Underwriter’s Discount  
Costs of Issuance<sup>(1)</sup>  
Total Uses

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<sup>(1)</sup> Includes all costs of issuance to be paid from the proceeds of the Bonds, including but not limited to the legal fees, municipal advisory fees, printing costs, rating agency fees, and the costs and fees of the Paying Agent.

## **TAX BASE FOR REPAYMENT OF BONDS**

*The information in this section describes ad valorem property taxation, assessed valuation, and other measures of the tax base of the District. The Bonds are payable solely from ad valorem property taxes levied and collected by the County on taxable property in the District. The District's general fund is not a source for the repayment of the Bonds.*

### **Ad Valorem Property Taxation**

District property taxes are assessed and collected by the County at the same time and on the same tax rolls as County, city and special district property taxes. Assessed valuations are the same for both District and County taxing purposes.

Taxes are levied for each fiscal year on taxable real and personal property which is located in the District as of the preceding January 1. For assessment and collection purposes, property is classified either as "secured" or "unsecured" and is listed accordingly on separate parts of the assessment roll. The "secured roll" is that part of the assessment roll containing State assessed public utilities property and real property having a tax lien which is sufficient, in the opinion of the assessor, to secure payment of the taxes. Unsecured property is assessed on the "unsecured roll." Unsecured property comprises certain property not attached to land, such as personal property or business property. Boats and airplanes are examples of unsecured property. A supplemental roll is developed when property changes hands or new construction is completed. The County levies and collects all property taxes for property falling within the County's taxing boundaries.

The valuation of secured property is established as of January 1 and is subsequently enrolled in August. Property taxes on the secured roll are payable in two installments, due November 1 and February 1 of the calendar year. If unpaid, such taxes become delinquent on December 10 and April 10, respectively, and a 10% penalty attaches to any delinquent installment plus any additional amount determined by the Treasurer. After the second installment of taxes on the secured roll is delinquent, the tax collector shall collect a cost of \$10 for preparing the delinquent tax records and giving notice of delinquency. Property on the secured roll with delinquent taxes is declared tax-defaulted on July 1 of the calendar year. Such property may thereafter be redeemed, until the right of redemption is terminated, by payment of the delinquent taxes and the delinquency penalty, plus a \$15 redemption fee and a redemption penalty of 1.5% per month to the time of redemption. If taxes are unpaid for a period of five years or more, the property is subject to sale by the Treasurer.

Property taxes on the unsecured roll as of July 31 become delinquent if they are not paid by August 31 and are thereafter subject to a delinquent penalty of 10%. Taxes added to the unsecured tax roll after July 31, if unpaid are delinquent and subject to a penalty of 10% on the last day of the month succeeding the month of enrollment. In the case of unsecured property taxes, an additional penalty of 1.5% per month begins to accrue when such taxes remain unpaid on the last day of the second month after the 10% penalty attaches. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the assessee; (2) filing a certificate in the office of the county clerk specifying certain facts in order to obtain a judgment lien on specific property of the assessee; (3) filing a certificate of delinquency for record in the county recorder's office in order to obtain a lien on specified property of the assessee; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee. See also "– Secured Tax Charges and Delinquencies" herein.

State law exempts from taxation \$7,000 of the full cash value of an owner-occupied dwelling, but this exemption does not result in any loss of revenue to local agencies, since the State reimburses local agencies for the value of the exemptions.

All property is assessed using full cash value as defined by Article XIII A of the State Constitution. State law provides exemptions from *ad valorem* property taxation for certain classes of property such as churches, colleges, non-profit hospitals, and charitable institutions.

Assessed valuation growth allowed under Article XIII A (new construction, certain changes of ownership, 2% inflation) is allocated on the basis of “situs” among the jurisdictions that serve the tax rate area within which the growth occurs. Local agencies, including school districts and community college districts (collectively, “K-14 school districts”) will share the growth of “base” revenues from the tax rate area. Each year’s growth allocation becomes part of each agency’s allocation in the following year.

### Assessed Valuations

The assessed valuation of property in the District is established by the tax assessing authority for the county in which such property is located, except for public utility property which is assessed by the State Board of Equalization (the “SBE”). Assessed valuations are reported at 100% of the “full cash value” of the property, as defined in Article XIII A of the State Constitution. For a discussion of how properties currently are assessed, see “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS” herein.

Property within the District has a total assessed valuation for fiscal year 2020-21 of \$6,856,454,861. The following table represents assessed valuations in the District for the previous six years:

#### ASSESSED VALUATIONS La Habra City School District Fiscal Years 2015-16 through 2020-21

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>Percent Change</u>
2015-16	\$5,134,782,522	\$575,800	\$172,032,063	\$5,307,390,385	--
2016-17	5,405,362,132	575,800	197,663,605	5,603,601,537	5.58%
2017-18	5,646,261,203	575,800	191,016,460	5,837,853,463	4.18
2018-19	5,977,118,131	886,209	207,438,163	6,185,442,503	5.95
2019-20	6,337,059,973	886,209	205,227,064	6,543,173,246	5.78
2020-21	6,659,674,018	886,209	195,894,634	6,856,454,861	4.79

*Sources: California Municipal Statistics, Inc.; percent change figures provide by the Municipal Advisor.*

The assessed valuation of property in the District is established by the tax assessing authority for the County, except for public utility property which is assessed by the SBE. Assessed valuations are reported at 100% of the “full value” of the property, as defined in Article XIII A of the State Constitution. For a discussion of how properties currently are assessed, see “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS” herein.

Certain classes of property, such as churches, colleges, not-for-profit hospitals, and charitable institutions, are exempt from property taxation and do not appear on the tax rolls.

Economic and other factors beyond the District’s control, such as general market decline in property values, the outbreak of disease, disruption in financial markets that may reduce availability of



financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, flood, fire, wildfire, drought, outbreak of disease or toxic contamination, could cause a reduction in the assessed value of taxable property within the District. Any such reduction would result in a corresponding increase in the annual tax rate levied by the County to pay the debt service with respect to the Bonds. See “THE BONDS – Security and Sources of Payment” and “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein.

***Appeals and Adjustments of Assessed Valuations.*** Under State law, property owners may apply for a reduction of their property tax assessment by filing a written application, in form prescribed by the SBE, with the appropriate county board of equalization or assessment appeals board. In most cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value. Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed. Such reductions are subject to yearly reappraisals and may be adjusted back to their original values when market conditions improve. Once the property has regained its prior value, adjusted for inflation, it once again is subject to the annual inflationary factor growth rate allowed under Article XIII A. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution” herein.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

In addition to the above-described taxpayer appeals, county assessors may independently reduce assessed valuations based on changes in the market value of property, or for other factors such as the complete or partial destruction of taxable property caused by natural or man-made disasters such as earthquakes, floods, fire, drought or toxic contamination pursuant to relevant provisions of the State Constitution. Whether resulting from taxpayer appeals or county assessor reductions, adjustments to assessed value are subject to yearly reappraisals by the county assessor and may be adjusted back to their original values when real estate market conditions improve. Once property has regained its prior assessed value, adjusted for inflation, it once again is subject to the annual inflationary growth rate factor allowed under Article XIII A. See also “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution” herein.

No assurance can be given that property tax appeals, actions by the County assessor, or other factors in the future will not significantly reduce the assessed valuation of property within the District.

***Assembly Bill 102.*** On June 27, 2017, the Governor signed into law Assembly Bill 102 (“AB 102”). AB 102 restructures the functions of the SBE and creates two new separate agencies: (i) the California Department of Tax and Fee Administration, and (ii) the Office of Tax Appeals. Under AB 102, the California Department of Tax and Fee Administration will take over programs previously in the SBE Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax-rate area maps and for maintaining special revenue district boundaries. Under AB 102, the SBE will continue to perform the duties assigned by the State Constitution related to

property taxes, however, beginning January 1, 2018, the SBE will only hear appeals related to the programs that it constitutionally administers and the Office of Tax Appeals will hear appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Office of Tax Appeals to adopt regulations as necessary to carry out its duties, powers, and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.

***Assessed Valuation by Land Use.*** The following table shows the distribution of taxable property within the District by principal use, as measured by assessed valuation and parcels in fiscal year 2020-21.

**ASSESSED VALUATION AND PARCELS BY LAND USE**  
**La Habra City School District**  
**Fiscal Year 2020-21**

	<b>2020-21</b>	<b>% of</b>	<b>No. of</b>	<b>% of</b>
<b><u>Non-Residential:</u></b>	<b><u>Assessed Valuation<sup>(1)</sup></u></b>	<b><u>Total</u></b>	<b><u>Parcels</u></b>	<b><u>Total</u></b>
Commercial/Office/Recreational	\$934,400,393	14.03%	554	4.07%
Industrial	934,058,509	14.03	321	2.36
Government/Social/Institutional	12,914	0.00	130	0.95
Miscellaneous	<u>675,361</u>	<u>0.01</u>	<u>29</u>	<u>0.21</u>
Subtotal Non-Residential	\$1,869,147,177	28.07%	1,034	7.59%
<b><u>Residential:</u></b>				
Single Family Residence	\$3,739,126,721	56.15%	9,429	69.25%
Condominium/Townhouse	533,956,405	8.02	1,988	14.60
Mobile Home	10,064,329	0.15	734	5.39
2+ Residential Units/Apartments	<u>507,379,386</u>	<u>7.62</u>	<u>431</u>	<u>3.17</u>
Subtotal Residential	\$4,790,526,841	71.93%	12,582	92.41%
Total	\$6,659,674,018	100.00%	13,616	100.00%

<sup>(1)</sup> Total local secured assessed valuation, excluding tax-exempt property.  
Source: *California Municipal Statistics, Inc.*

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**Assessed Valuation of Single Family Homes.** The following table shows the distribution of single family homes within the District among various fiscal year 2020-21 assessed valuation ranges, as well as the average and median assessed valuation of single family homes within the District.

**ASSESSED VALUATION OF SINGLE FAMILY HOMES**  
**La Habra City School District**  
**Fiscal Year 2020-21**

	<b>No. of Parcels</b>	<b>2020-21 Assessed Valuation</b>	<b>Average Assessed Valuation</b>	<b>Median Assessed Valuation</b>
Single Family Residential	9,429	\$3,739,126,721	\$396,556	\$357,810

<b>2020-21 Assessed Valuation</b>	<b>No. of Parcels<sup>(1)</sup></b>	<b>% of Total</b>	<b>Cumulative % of Total</b>	<b>Total Valuation</b>	<b>% of Total</b>	<b>Cumulative % of Total</b>
\$0 - \$49,999	179	1.898%	1.898%	\$6,858,069	0.183%	0.183%
50,000 - 99,999	853	9.047	10.945	62,988,587	1.685	1.868
100,000 - 149,999	533	5.653	16.598	65,780,591	1.759	3.627
150,000 - 199,999	524	5.557	22.155	92,939,691	2.486	6.113
200,000 - 249,999	871	9.237	31.393	196,629,629	5.259	11.372
250,000 - 299,999	883	9.365	40.757	241,937,221	6.470	17.842
300,000 - 349,999	750	7.954	48.711	243,379,922	6.509	24.351
350,000 - 399,999	688	7.297	56.008	257,914,140	6.898	31.249
400,000 - 449,999	651	6.904	62.912	276,554,616	7.396	38.645
450,000 - 499,999	681	7.222	70.135	323,276,383	8.646	47.291
500,000 - 549,999	548	5.812	75.947	287,267,775	7.683	54.973
550,000 - 599,999	457	4.847	80.793	262,431,325	7.019	61.992
600,000 - 649,999	378	4.009	84.802	235,823,743	6.307	68.299
650,000 - 699,999	330	3.500	88.302	222,507,012	5.951	74.250
700,000 - 749,999	264	2.800	91.102	191,155,418	5.112	79.362
750,000 - 799,999	222	2.354	93.456	172,200,877	4.605	83.967
800,000 - 849,999	181	1.920	95.376	149,186,633	3.990	87.957
850,000 - 899,999	127	1.347	96.723	110,930,109	2.967	90.924
900,000 - 949,999	68	0.721	97.444	62,676,131	1.676	92.600
950,000 - 999,999	44	0.467	97.911	43,057,459	1.152	93.752
1,000,000-and greater	197	2.089	100.000	233,631,390	6.248	100.000
	9,429	100.000%		\$3,739,126,721	100.000%	

<sup>(1)</sup> Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.  
Source: California Municipal Statistics, Inc.

**Assessed Valuation by Jurisdiction.** The following table shows a per-parcel analysis of the distribution of taxable property within the District by jurisdiction for fiscal year 2020-21.

**ASSESSED VALUATION BY JURISDICTION**  
**La Habra City School District**  
**Fiscal Year 2020-21**

<b>Jurisdiction:</b>	<b>Assessed Valuation in District</b>	<b>% of District</b>	<b>Assessed Valuation of Jurisdiction</b>	<b>% of Jurisdiction in District</b>
City of Brea	\$733,636,822	10.70%	\$11,344,344,046	6.47%
City of Fullerton	568,038,758	8.28	22,500,899,952	2.52
City of La Habra	<u>5,554,779,281</u>	<u>81.02</u>	7,451,957,666	74.54
Total District	\$6,856,454,861	100.00%		
Orange County	\$6,856,454,861	100.00%	\$655,521,304,200	1.05%

Source: California Municipal Statistics, Inc.

## Tax Levies, Collections and Delinquencies

Property taxes on the secured roll are due in two installments, November 1 and February 1 of the calendar year, and if unpaid, become delinquent after December 10 and April 10, respectively. A 10% penalty attaches to any delinquent installment plus a minimum \$10 cost on the second installment, plus any additional amount determined by the Treasurer-Tax Collector of each county. See “– *Ad Valorem* Property Taxation” herein.

Pursuant to Revenue and Taxation Code Section 4985.2, the County Treasurer may cancel any penalty, costs or other charges resulting from tax delinquency upon a finding that the late payment is due to reasonable cause and circumstances beyond the taxpayer’s control, and occurred notwithstanding the exercise of ordinary care in the absence of willful neglect, provided the property taxes are paid within four fiscal years of such taxes coming due. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein.

In addition, on May 6, 2020, the Governor signed Executive Order N-61-20 (“Order N-61-20”). Under Order N-61-20, certain provisions of the Revenue and Taxation Code are suspended until May 6, 2021 to the extent said provisions require a tax collector to impose penalties, costs or interest for the failure to pay secured or unsecured property taxes, or to pay a supplemental bill, before the date that such taxes become delinquent, subject to certain conditions set forth in in Order N-61-20.

Secured *ad valorem* property tax collections within the District are not subject to the Teeter Plan (as defined herein), and therefore are subject to delinquencies. See “– Alternative Method of Tax Apportionment – ‘Teeter Plan’” herein. The following table shows secured *ad valorem* property tax levies within the District, and amounts delinquent as of June 30, for fiscal years 2014-15 through 2019-20.

### SECURED TAX CHARGES AND DELINQUENCIES<sup>(1)</sup>

#### La Habra City School District Fiscal Years 2014-15 through 2019-20

<u>Fiscal Year</u>	<u>Secured Tax Charge</u>	<u>Amount Delinquent as of June 30</u>	<u>Percent Delinquent June 30</u>
2014-15	\$11,926,297	\$148,424	1.24%
2015-16	12,988,194	419,816	3.23
2016-17	13,578,895	359,933	2.65
2017-18	14,120,428	297,294	2.11
2018-19	14,815,425	283,682	1.91
2019-20	15,446,483	280,656	1.82

<sup>(1)</sup> 1% General Fund apportionment. Includes secured and supplemental rolls.

Source: *California Municipal Statistics, Inc.*

### Alternative Method of Tax Apportionment – “Teeter Plan”

The Board of Supervisors of Orange County has approved the implementation of the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the “Teeter Plan”), as provided for in Revenue and Taxation Code Section 4701 *et seq.* Under the Teeter Plan, the County apportions secured property taxes on an accrual basis when due (irrespective of actual collections) to its local political subdivisions, including the District, for which the County acts as the tax-levying or tax-collecting agency.

The Teeter Plan is applicable to all tax levies for which the County acts as the tax-levying or tax-collecting agency, or for which the County treasury is the legal depository of the tax collections. As adopted by the County, the Teeter Plan excludes Mello-Roos Community Facilities Districts and special assessment districts which provide for accelerated judicial foreclosure of property for which assessments are delinquent.

The *ad valorem* property tax to be levied to pay the interest on and principal of the Bonds will be subject to the Teeter Plan, beginning in the first year of such levy. The District will receive 100% of the *ad valorem* property tax levied to pay the Bonds irrespective of actual delinquencies in the collection of the tax by the County.

The Teeter Plan is to remain in effect unless the County Board orders its discontinuance or unless, prior to the commencement of any fiscal year of the County (which commences on July 1), the County Board receives a petition for its discontinuance joined in by a resolution adopted by at least two-thirds of the participating revenue districts in the County. In the event the County Board is to order discontinuance of the Teeter Plan subsequent to its implementation, only those secured property taxes actually collected would be allocated to political subdivisions (including the District) for which the County acts as the tax-levying or tax-collecting agency.

Property tax delinquencies may be impacted by economic and other factors beyond the District's control or the control of City and County, including the ability or willingness of property owners to pay property taxes during an economic recession or depression. An economic recession or depression could be caused by many factors outside the control of the District, including high interest rates, reduced consumer confidence, reduced real wages or reduced economic activity as a result of the spread of COVID-19 or other outbreak of disease or natural or manmade disaster. See "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

There can be no assurance that the County will always maintain the Teeter Plan or will have sufficient funds available to distribute the full amount of the District's share of property tax collections to the District. The ability of the County to maintain the Teeter Plan may depend on its financial resources and may be affected by future property tax delinquencies.

## Tax Rates

The following table summarizes the total *ad valorem* property tax rates levied, as a percentage of assessed valuation, by all taxing entities in a typical tax rate area ("TRA") within the District during the period from fiscal year 2016-17 to fiscal year 2020-21.

### SUMMARY OF AD VALOREM TAX RATES La Habra City School District Fiscal Years 2016-17 through 2020-21

**(TRA 6-001 – 2020-21 Assessed Valuation: \$6-001)<sup>(1)</sup>**

	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>	<b><u>2020-21</u></b>
General	1.00000%	1.00000%	1.00000%	1.00000%	1.00000%
Fullerton Union High School District	.02819	.02994	.02901	.02779	.02856
La Habra City School District	.02719	.03058	.03084	.03353	.03617
North Orange Community College District	.02885	.02927	.02829	.02409	.03198
Metropolitan Water District	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>
Total All Property Tax Rate	1.08773%	1.09329%	1.09164%	1.08891%	1.10021%

<sup>(1)</sup> The assessed valuation of TRA 6-001 is \$3,285,594,611, which is 47.92% of the District's total assessed valuation.

Source: California Municipal Statistics, Inc.

## Principal Taxpayers

The more property (by assessed value) which is owned by a single taxpayer within the District, the greater amount of tax collections that are exposed to weaknesses in such a taxpayer's financial situation and ability or willingness to pay property taxes. The following table lists the major taxpayers in the District based on their 2020-21 secured assessed valuations. Each taxpayer listed below is a name listed on the tax rolls. The District cannot make any representation as to whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below.

### LARGEST LOCAL SECURED TAXPAYERS La Habra City School District Fiscal Year 2020-21

	<u>Property Owner</u>	<u>Primary Land Use</u>	<u>2020-21 Assessed Valuation</u>	<u>Total<sup>(1)</sup></u>
1.	Prologis USLV Subreit 3 LLC	Commercial	\$126,122,999	1.89%
2.	CVS Pharmacy Inc.	Industrial	108,589,473	1.63
3.	458 East Lambert LLC	Industrial	60,441,657	0.91
4.	La Habra Westridge Partners LP	Commercial	58,012,088	0.87
5.	La Habra Assoc LLC	Commercial	54,967,704	0.83
6.	BEX Portfolio Inc.	Apartments	51,143,078	0.77
7.	Lit Industrial LP	Industrial	46,269,544	0.69
8.	Carefree Communities CA LLC	Retirement Community	40,922,440	0.61
9.	The Big Deltivity LLC	Industrial	33,909,153	0.51
10.	Ralphs Grocery Co.	Industrial	32,176,515	0.48
11.	Bonita Puente LLC	Industrial	31,862,018	0.48
12.	Bank First Security of Utah Trust	Commercial	31,810,535	0.48
13.	Fortune Fullerton	Commercial	28,085,566	0.42
14.	Puente Street LLC	Industrial	26,902,654	0.40
15.	SCB Inc.	Commercial	25,489,800	0.38
16.	SSC Properties Holdings Inc.	Industrial	22,062,716	0.33
17.	BP Lambert LLC	Commercial	21,550,561	0.32
18.	Achem Industry America Inc.	Industrial	21,478,259	0.32
19.	Lincoln Center Properties II LLC	Industrial	20,519,232	0.31
20.	West S9 LLC	Commercial	18,578,744	0.28
			<u>\$860,894,736</u>	<u>12.93%</u>

<sup>(1)</sup> Fiscal year 2020-21 local secured assessed valuation: \$6,659,674,018.

Source: California Municipal Statistics, Inc.

## Statement of Direct and Overlapping Debt

Set forth on the following page is a direct and overlapping debt report (the "Debt Report") prepared by California Municipal Statistics, Inc., effective as of January 1, 2021. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith.

The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

The first column in the table names each public agency which has outstanding debt as of the date of the report and whose territory overlaps the District in whole or in part. Column 2 shows the percentage of each overlapping agency's assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in column 3, which is the apportionment of each overlapping agency's outstanding debt to taxable property in the District.

## STATEMENT OF DIRECT AND OVERLAPPING DEBT

**2020-21 Assessed Valuation:** \$6,856,454,861

<b><u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u></b>	<b><u>% Applicable</u></b>	<b><u>Debt 01/01/21</u></b>
Metropolitan Water District	0.210%	\$67,683
North Orange County Joint Community College District	4.706	11,558,124
Fullerton Joint Union High School District	17.402	33,383,997
<b>La Habra School District</b>	<b>100.000</b>	<b><u>24,576,136<sup>(1)</sup></u></b>
<b>TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT</b>		<b>\$69,585,940</b>

### **OVERLAPPING GENERAL FUND OBLIGATION DEBT:**

Orange County General Fund Obligations	1.046%	\$4,045,353
Orange County Pension Obligation Bonds	1.046	2,431,586
Orange County Board of Education Certificates of Participation	1.046	135,248
North Orange Regional Occupation Program Certificates of Participation	4.841	415,842
Fullerton Joint Union High School District Certificates of Participation	17.402	3,006,196
City of Brea General Fund Obligations	6.467	343,667
City of Fullerton General Fund Obligation and Judgment Obligation Bonds	2.525	178,265
City of La Habra General Fund Obligations	74.541	<u>10,041,432</u>
<b>TOTAL OVERLAPPING GENERAL FUND DEBT</b>		<b>\$20,597,589</b>

### **OVERLAPPING TAX INCREMENT DEBT (Successor Agencies):**

Brea Redevelopment Agency	4.824-5.402%	\$4,767,006
La Habra Redevelopment Agency	85.132	<u>3,107,318</u>
<b>TOTAL OVERLAPPING TAX INCREMENT DEBT</b>		<b>\$7,874,324</b>

**COMBINED TOTAL DEBT** **\$98,057,853<sup>(2)</sup>**

### **Ratios to 2020-21 Assessed Valuation:**

<b>Direct Debt (\$24,576,136) .....</b>	<b>0.36%</b>
Total Direct and Overlapping Tax and Assessment Debt	1.01%
Combined Total Debt.....	1.43%

### **Ratios to 2020-21 Redevelopment Incremental Valuation (\$724,432,702):**

Total Overlapping Tax Increment Debt	1.09%
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<sup>(1)</sup> Excludes the Bonds described herein.

<sup>(2)</sup> Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.

Source: California Municipal Statistics, Inc.

## **CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS**

*The principal of and interest on the Bonds are payable solely from the proceeds of an ad valorem property tax levied by the County for the payment thereof. See “THE BONDS – Security and Sources of Payment” herein. Articles XIII A, XIII B, XIII C and XIII D of the State Constitution, Propositions 98 and 111, and certain other provisions of law discussed below, are included in this section to describe the potential effect of these Constitutional and statutory measures on the ability of the County to levy taxes on behalf of the District and the District to spend tax proceeds for operating and other purposes, and it should not be inferred from the inclusion of such materials that these laws impose any limitation on the ability of the County to levy ad valorem property taxes for payment of the Bonds. The tax levied by the County for payment of the Bonds was approved by the voters of the District in compliance with Article XIII A, Article XIII C, and all applicable laws.*

### **Article XIII A of the California Constitution**

Article XIII A (“Article XIII A”) of the State Constitution limits the amount of *ad valorem* property taxes on real property to 1% of “full cash value” as determined by the county assessor. Article XIII A defines “full cash value” to mean “the county assessor’s valuation of real property as shown on the 1975-76 bill under “full cash value,” or thereafter, the appraised value of real property when purchased, newly constructed or a change in ownership has occurred after the 1975 assessment,” subject to exemptions in certain circumstances of property transfer or reconstruction. Determined in this manner, the full cash value is also referred to as the “base year value.” The full cash value is subject to annual adjustment to reflect increases, not to exceed 2% for any year, or decreases in the consumer price index or comparable local data, or to reflect reductions in property value caused by damage, destruction or other factors.

Article XIII A has been amended to allow for temporary reductions of assessed value in instances where the fair market value of real property falls below the adjusted base year value described above. Proposition 8—approved by the voters in November of 1978—provides for the enrollment of the lesser of the base year value or the market value of real property, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property, or other factors causing a similar decline. In these instances, the market value is required to be reviewed annually until the market value exceeds the base year value, adjusted for inflation. Reductions in assessed value could result in a corresponding increase in the annual tax rate levied by the County to pay debt service on the Bonds. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS – Assessed Valuations” herein.

Article XIII A requires a vote of two-thirds or more of the qualified electorate of a city, county, special district or other public agency to impose special taxes, while totally precluding the imposition of any additional *ad valorem* property, sales or transaction tax on real property. Article XIII A exempts from the 1% tax limitation any taxes above that level required to pay debt service (a) on any indebtedness approved by the voters prior to July 1, 1978, (b) as the result of an amendment approved by State voters on June 3, 1986, on any bonded indebtedness approved by two-thirds or more of the votes cast by the voters for the acquisition or improvement of real property on or after July 1, 1978, or (c) on bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% or more of the votes cast on the proposition, but only if certain accountability measures are included in the proposition. In addition, Article XIII A requires the approval of two-thirds of all members of the State legislature to change any State taxes for the purpose of increasing tax revenues.



## **Proposition 19**

On November 3, 2020, State voters approved Proposition 19, a legislatively referred constitutional amendment (“Proposition 19”), which amends Article XIII A to: (i) expand special rules that give property tax savings to homeowners that are over the age of 55, severely disabled, or whose property has been impacted by wildfire or natural disaster, when they buy a different home; (ii) narrow existing special rules for inherited properties; and (iii) dedicate most of the potential new State revenue generated from Proposition 19 toward fire protection. The District cannot make any assurance as to what effect the implementation of Proposition 19 will have on District revenues or the assessed valuation of real property in the District.

## **Legislation Implementing Article XIII A**

Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the County and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

All taxable property value included in this Official Statement is shown at 100% of taxable value (unless noted differently) and all tax rates reflect the \$1 per \$100 of taxable value.

Both the United States Supreme Court and the State Supreme Court have upheld the general validity of Article XIII A.

## **Proposition 50 and Proposition 171**

On June 3, 1986, the voters of the State approved Proposition 50. Proposition 50 amends Section 2 of Article XIII A of the State Constitution to allow owners of property that was “substantially damaged or destroyed” by a disaster, as declared by the Governor (the “Damaged Property”), to transfer their existing base year value (the “Original Base Year Value”) to a comparable replacement property within the same county, which is acquired or constructed within five years after the disaster. At the time of such transfer, the Damaged Property will be reassessed at its full cash value immediately prior to damage or destruction (the “Original Cash Value”); however, such property will retain its base year value notwithstanding such a transfer. Property is substantially damaged or destroyed if either the land or the improvements sustain physical damage amounting to more than 50% of either the land or improvements full cash value immediately prior to the disaster. There is no filing deadline, but the assessor can only correct four years of assessments when the owner fails to file a claim within four years of acquiring a replacement property.

Under Proposition 50, the base year value of the replacement property (the “Replacement Base Year Value”) depends on the relation of the full cash value of the replacement property (the “Replacement Cash Value”) to the Original Cash Value: if the Replacement Cash Value exceeds 120% of the Original Cash Value, then the Replacement Base Year Value is calculated by combining the Original Base Year Value with such excessive Replacement Cash Value; if the Replacement Cash Value does not exceed 120% of the Original Cash Value, then the Replacement Base Year Value equals the

Original Base Year Value; if the Replacement Cash Value is less than the Original Cash Value, then the Replacement Base Year Value equals the Replacement Cash Value. The replacement property must be comparable in size, utility, and function to the Damaged Property.

On November 2, 1993, the voters of the State approved Proposition 171. Proposition 171 amends subdivision (e) of Section 2 of Article XIII A of the State Constitution to allow owners of Damaged Property to transfer their Original Base Year Value to a “comparable replacement property” located within another county in the State, which is acquired or newly constructed within three years after the disaster.

Intra-county transfers under Proposition 171 are more restrictive than inter-county transfers under Proposition 50. For example, Proposition 171 (1) only applies to (a) structures that are owned and occupied by property owners as their principal place of residence and (b) land of a “reasonable size that is used as a site for a residence;” (2) explicitly does not apply to property owned by firms, partnerships, associations, corporations, companies, or legal entities of any kind; (3) only applies to replacement property located in a county that adopted an ordinance allowing Proposition 171 transfers; (4) claims must be timely filed within three years of the date of purchase or completion of new construction; and (5) only applies to comparable replacement property, which has a full cash value that is of “equal or lesser value” than the Original Cash Value.

Within the context of Proposition 171, “equal or lesser value” means that the amount of the Replacement Cash Value does not exceed either (1) 105% of the Original Cash Value when the replacement property is acquired or constructed within one year of the destruction, (2) 110% of the Original Cash Value when the replacement property is acquired or constructed within two years of the destruction, or (3) 115% of the Original Cash Value when the replacement property is acquired or constructed within three years of the destruction.

### **Unitary Property**

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions (“unitary property”). Under the State Constitution, such property is assessed by the SBE as part of a “going concern” rather than as individual pieces of real or personal property. Such State-assessed unitary and certain other property is allocated to the counties by the SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year. So long as the District is not a community supported district, taxes lost through any reduction in assessed valuation will be compensated by the State as equalization aid under the State’s school financing formula. See “DISTRICT FINANCIAL INFORMATION – State Funding of Education” herein.

### **Article XIII B of the California Constitution**

Article XIII B (“Article XIII B”) of the State Constitution, as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. As amended, Article XIII B defines:

- (a) “change in the cost of living” with respect to school districts to mean the percentage change in State per capita income from the preceding year, and

- (b) “change in population” with respect to a school district to mean the percentage change in the ADA of the school district from the preceding fiscal year.

For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year pursuant to the provisions of Article XIII B, as amended.

The appropriations of an entity of local government subject to Article XIII B limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain State subventions to that entity. “Proceeds of taxes” include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for bonded debt service such as the Bonds, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special districts, (e) appropriations for all qualified capital outlay projects as defined by the State legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIII B includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years.

Article XIII B also includes a requirement that fifty percent of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund pursuant to Section 8.5 of Article XVI of the State Constitution. See “– Propositions 98 and 111” herein.

### **Propositions 98 and 111**

On November 8, 1988, voters of the State approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act” (the “Accountability Act”). Certain provisions of the Accountability Act have, however, been modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changed State funding of public education below the university level and the operation of the State’s appropriations limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (hereinafter referred to collectively as “K-14 school districts”) at a level equal to the greater of (a) the same percentage of the State general fund revenues as the percentage appropriated to such districts in the 1986-87 fiscal year, and (b) the amount actually appropriated to such districts from the State general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the State legislature to suspend this formula for a one-year period.

The Accountability Act also changed how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount are, instead of being returned to taxpayers, is transferred to K-14 school districts. Any such transfer to K-14 school districts would be excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year is automatically increased by the amount of such transfer. These

additional moneys enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which can be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Since the Accountability Act is unclear in some details, there can be no assurances that the Legislature or a court might not interpret the Accountability Act to require a different percentage of State general fund revenues to be allocated to K-14 school districts, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the State budget.

On June 5, 1990, the voters of the State approved Proposition 111 (Senate Constitutional Amendment No. 1) called the "Traffic Congestion Relief and Spending Limitation Act of 1990" ("Proposition 111") which further modified Article XIII B and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

- a. Annual Adjustments to Spending Limit. The annual adjustments to the Article XIII B spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the "change in the cost of living" is now measured by the change in State per capita personal income. The definition of "change in population" specifies that a portion of the State's spending limit is to be adjusted to reflect changes in school attendance.
- b. Treatment of Excess Tax Revenues. "Excess" tax revenues with respect to Article XIII B are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of the schools' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.
- c. Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIII B spending limit: (i) all appropriations for "qualified capital outlay projects" as defined by the State legislature, and (ii) any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the State legislature and the Governor, which was expected to raise over \$15 billion in additional taxes from 1990 through 2000 to fund transportation programs.
- d. Recalculation of Appropriations Limit. The Article XIII B appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year

1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.

- e. School Funding Guarantee. There is a complex adjustment in the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues (“Test 1”) or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIIB by reference to per capita personal income) and enrollment (“Test 2”). Under Proposition 111, K-14 school districts will receive the greater of (1) Test 1, (2) Test 2, or (3) a third test (“Test 3”), which will replace Test 2 in any year when growth in per capita State general fund revenues from the prior year is less than the annual growth in State per capita personal income. Under Test 3, K-14 school districts will receive the amount appropriated in the prior year adjusted for change in enrollment and per capita State general fund revenues, plus an additional small adjustment factor. If Test 3 is used in any year, the difference between Test 3 and Test 2 will become a “credit” to schools (also referred to as a “maintenance factor”) which will be paid in future years when State general fund revenue growth exceeds personal income growth.

### **Article XIIC and Article XIID of the California Constitution**

On November 5, 1996, the voters of the State approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the State Constitution Articles XIIC and XIID (respectively, “Article XIIC” and “Article XIID”), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the State Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIIC establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIIC further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A of the State Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIID deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIIC or XIID will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIII A of the State Constitution. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

## **Proposition 26**

On November 2, 2010, voters in the State approved Proposition 26. Proposition 26 amends Article XIII C of the State Constitution to expand the definition of “tax” to include “any levy, charge, or exaction of any kind imposed by a local government” except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIII D. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor’s burdens on, or benefits received from, the governmental activity.

## **Proposition 39**

On November 7, 2000, State voters approved an amendment (commonly known as Proposition 39) to the State Constitution. This amendment (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay the bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another Statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the State legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, including the District, community college districts, and county offices of education. As noted above, the State Constitution previously limited property taxes to 1 percent of the value of property, and property taxes could only exceed this limit to pay for (1) any local government debt approved by the voters prior to July 1, 1978 or (2) bonds to acquire or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement authorized by Proposition 39 applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 placed certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that such bonds may be issued only if the tax rate projected to be levied as the result of any single election would not exceed \$60 (for a unified school district), \$30 (for a high school or elementary school district), or \$25 (for a community college district) per \$100,000 of taxable property value, when assessed valuation is projected to increase in accordance with Article XIII A of the State Constitution. These requirements are not part of Proposition 39 and can

be changed with a majority vote of both houses of the State legislature and approval by the Governor. See “– Article XIII A of the California Constitution” herein.

### ***Jarvis v. Connell***

On May 29, 2002, the State Court of Appeal for the Second District decided the case of *Howard Jarvis Taxpayers Association, et al. v. Kathleen Connell* (as State Controller). The Court of Appeal held that either a final budget bill, an emergency appropriation, a self-executing authorization pursuant to State statutes (such as continuing appropriations) or the State Constitution or a federal mandate is necessary for the State Controller to disburse funds. The foregoing requirement could apply to amounts budgeted by the District as being received from the State. To the extent the holding in such case would apply to State payments reflected in the District’s budget, the requirement that there be either a final budget bill or an emergency appropriation may result in the delay of such payments to the District if such required legislative action is delayed, unless the payments are self-executing authorizations or are subject to a federal mandate. On May 1, 2003, the State Supreme Court upheld the holding of the Court of Appeal, stating that the Controller is not authorized under State law to disburse funds prior to the enactment of a budget or other proper appropriation, but under federal law, the Controller is required, notwithstanding a budget impasse and the limitations imposed by State law, to timely pay those State employees who are subject to the minimum wage and overtime compensation provisions of the federal Fair Labor Standards Act.

### **Proposition 1A and Proposition 22**

On November 2, 2004, State voters approved Proposition 1A, which amended the State Constitution to significantly reduce the State’s authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are shared among local governments without two-third approval of both houses of the State legislature or (iv) decrease vehicle license fee revenues without providing local governments with equal replacement funding. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amends the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, The Local Taxpayer, Public Safety, and Transportation Protection Act, approved by the voters of the State on November 2, 2010, prohibits the State from enacting new laws that require redevelopment agencies to shift funds to schools or other agencies and eliminates the State’s authority to shift property taxes temporarily during a severe financial hardship of the State. In addition, Proposition 22 restricts the State’s authority to use State fuel tax revenues to pay debt service on State transportation bonds, to borrow or change the distribution of State fuel tax revenues, and to use vehicle license fee revenues to reimburse local governments for State mandated costs. Proposition 22 impacts resources in the State’s general fund and transportation funds, the State’s main funding source for schools and community colleges, as well as universities, prisons and health and social services programs. According to an analysis of Proposition 22 submitted by the Legislative Analyst’s Office (the “LAO”) on July 15, 2010, the reduction in resources available for the State to spend on these other programs as a consequence of the passage of Proposition 22 was expected to be approximately \$1 billion in fiscal year 2010-11, with an estimated immediate fiscal effect equal to approximately 1% of the State’s total general fund spending. The longer-term effect of Proposition 22, according to the LAO analysis, was expected to be an increase

in the State's general fund costs by approximately \$1 billion annually for several decades. See also "DISTRICT FINANCIAL INFORMATION – Dissolution of Redevelopment Agencies" herein.

### **Propositions 30 and 55**

The California Children's Education and Health Care Protection Act of 2016 (also known as "Proposition 55") is a constitutional amendment approved by the voters of the State on November 6, 2016. Proposition 55 extends, through 2030, the increases to personal income tax rates for high-income taxpayers that were approved as part of Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as "Proposition 30"). Proposition 30 increased the marginal personal income tax rate by: (i) 1% for taxable income over \$250,000 but less than \$300,001 for single filers (over \$500,000 but less than \$600,001 for joint filers and over \$340,000 but less than \$408,001 for head-of-household filers), (ii) 2% for taxable income over \$300,000 but less than \$500,001 for single filers (over \$600,000 but less than \$1,000,001 for joint filers and over \$408,000 but less than \$680,001 for head-of-household filers), and (iii) 3% for taxable income over \$500,000 for single filers (over \$1,000,000 for joint filers and over \$680,000 for head-of-household filers).

The revenues generated from the personal income tax increases will be included in the calculation of the Proposition 98 minimum funding guarantee for school districts and community college districts. See "– Propositions 98 and 111" herein. From an accounting perspective, the revenues generated from the personal income tax increases are being deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the "EPA"). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds provided to school districts and 11% provided to community college districts. The funds are being distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than \$200 per unit of ADA and no community college district will receive less than \$100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing board is prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

### **Proposition 2**

On November 4, 2014, State voters approved the Rainy Day Budget Stabilization Fund Act (also known as "Proposition 2"). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State's Budget Stabilization Account (the "BSA") established by the California Balanced Budget Act of 2004 (also known as "Proposition 58").

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the "Annual BSA Transfer"). Supplemental transfers to the BSA (a "Supplemental BSA Transfer") are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of the total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.



For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the State legislature are given discretion to apply up to half of any required transfer to the BSA to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the State legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the State legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a “budget emergency,” defined as an emergency within the meaning of Article XIII B of the State Constitution or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of the funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the “PSSSA”) into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would otherwise be paid to K-14 school districts as part of the minimum funding guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the minimum funding guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is “Test 1,” (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the minimum funding guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated minimum funding guarantee is less than the prior year’s funding level, as adjusted for ADA growth and cost of living.

**SB 858.** Senate Bill 858 (“SB 858”) became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the PSSSA, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an ADA of less than 400,000, is not more than two times the amount of the reserve for economic uncertainties mandated by the Education Code, or (b) for school districts with an ADA that is more than 400,000, is not more than three times the amount of the reserve for economic uncertainties mandated by the Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an ADA of less than 400,000, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses.

**SB 751.** Senate Bill 751 (“SB 751”), enacted on October 11, 2017, alters the reserve requirements imposed by SB 858. Under SB 751, in a fiscal year immediately after a fiscal year in which the amount of moneys in the PSSSA is equal to or exceeds 3% of the combined total general fund revenues appropriated for school districts and allocated local proceeds of taxes for that fiscal year, a school district budget that is adopted or revised cannot have an assigned or unassigned ending fund balance that exceeds 10% of those funds. SB 751 excludes from the requirements of those provisions community supported school districts (also known as basic aid districts) and small school districts having fewer than 2,501 units of ADA.

The Bonds are payable from *ad valorem* property taxes to be levied within the District pursuant to the State Constitution and other State law. Accordingly, the District does not expect SB 858 or SB 751 to adversely affect its ability to pay the principal of and interest on the Bonds as and when due.

## **Proposition 51**

The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 (also known as “Proposition 51”) is a voter initiative that was approved by State voters on November 8, 2016. Proposition 51 authorizes the sale and issuance of \$9 billion in State general obligation bonds for the new construction and modernization of K-14 facilities.

**K-12 School Facilities.** Proposition 51 includes \$3 billion for the new construction of K-12 facilities and an additional \$3 billion for the modernization of existing K-12 facilities. K-12 school districts will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. If a school district lacks sufficient local funding, it may apply for additional State grant funding, up to 100% of the project costs. In addition, a total of \$1 billion will be available for the modernization and new construction of charter school facilities (\$500 million) and technical education facilities (\$500 million). Generally, 50% of modernization and new construction project costs for charter school and technical education facilities must come from local revenues. However, school districts that cannot cover their local share for these two types of projects may apply for State loans. State loans must be repaid over a maximum of 30 years for charter school facilities and 15 years for career technical education facilities. For career technical education facilities, State grants are capped at \$3 million for a new facility and \$1.5 million for a modernized facility. Charter schools must be deemed financially sound before project approval.

**Community College Facilities.** Proposition 51 includes \$2 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. In order to receive funding, community college districts must submit project proposals to the Chancellor of the community college system, who then decides which projects to submit to the State legislature and Governor based on a scoring system that factors in the amount of local funds contributed to the project. The Governor and State legislature will select among eligible projects as part of the annual State budget process.

The District makes no representation that it will either pursue or qualify for Proposition 51 State facilities funding.

## Future Initiatives

Article XIII A, Article XIII B, Article XIII C and Article XIII D of the State Constitution and Propositions 98, 39, 22, 26, 30, 55 and 51 were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time other initiative measures could be adopted further affecting District revenues or the District's ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

## DISTRICT FINANCIAL INFORMATION

*The information in this section concerning the State funding of public education is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Bonds is payable from State revenues. The Bonds will be payable solely from the proceeds of an ad valorem property tax which is required to be levied by the County in an amount sufficient for the payment thereof.*

### State Funding of Education

School district revenues consist primarily of guaranteed State moneys, local property taxes and funds received from the State in the form of categorical aid under ongoing programs of local assistance. All State aid is subject to the appropriation of funds in the State's annual budget.

**Revenue Limit Funding.** Previously, school districts operated under general purpose revenue limits established by the State Department of Education. In general, revenue limits were calculated for each school district by multiplying the ADA for such district by a base revenue limit per unit of ADA. Revenue limit calculations were subject to adjustment in accordance with a number of factors designed to provide cost of living adjustments ("COLAs") and to equalize revenues among school districts of the same type. Funding of a school district's revenue limit was provided by a mix of local property taxes and State apportionments of basic and equalization aid. Since fiscal year 2013-14, school districts have been funded based on uniform funding grants assigned to certain grade spans. See "– Local Control Funding Formula" herein.

**Local Control Funding Formula.** State Assembly Bill 97 (Stats. 2013, Chapter 47) ("AB 97"), as amended by Senate Bill 91 (Stats. 2013, Chapter 49) ("SB 91"), established the current system for funding school districts, charter schools and county offices of education.

The primary component of AB 97 was the implementation of the Local Control Funding Formula ("LCFF"), which replaced the revenue limit funding system for determining State apportionments, as well as the majority of categorical program funding. State allocations are now provided on the basis of target base funding grants per unit of ADA (a "Base Grant") assigned to each of four grade spans. Each Base Grant is subject to certain adjustments and add-ons, as discussed below. During the implementation period of the LCFF, an annual transition adjustment was calculated for each school district, equal to such district's proportionate share of appropriations included in the State budget to close the gap between the prior-year funding level and the target allocation following full implementation of the LCFF. In each year, school districts had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of a district's funding gap.

The Base Grants per unit of ADA for each grade span are as follows: (i) \$7,702 for grades K-3; (ii) \$7,818 for grades 4-6; (iii) \$8,050 for grades 7-8; and (iv) \$9,329 for grades 9-12. During the implementation period of the LCFF, Base Grants were required to be adjusted annually for COLAs by

applying the implicit price deflator for government goods and services. The provision of COLAs is now subject to appropriation for such adjustment in the annual State budget. The differences among Base Grants are linked to differentials in statewide average revenue limit rates by district type, and are intended to recognize the generally higher costs of education at higher grade levels. See also “– State Budget Measures” herein for information on the adjusted Base Grants provided by current State budgetary legislation.

The Base Grants for grades K-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in early grades and the provision of career technical education in high schools. Unless otherwise collectively bargained for, school districts serving students in grades K-3 must maintain an average class enrollment of 24 or fewer students in grades K-3 at each school site in order to continue receiving the adjustment to the K-3 Base Grant. Such school districts must also make progress towards this class size reduction goal in proportion to the growth in their funding over the implementation period. AB 97 also provides additional add-ons to school districts that received categorical block grant funding pursuant to the Targeted Instructional Improvement and Home-to-School Transportation programs during fiscal year 2012-13.

School districts that serve students of limited English proficiency (“EL” students), students from low income families that are eligible for free or reduced priced meals (“LI” students), and foster youth are eligible to receive additional funding grants. Enrollment counts are unduplicated, such that students may not be counted as both EL and LI (foster youth automatically meet the eligibility requirements for free or reduced priced meals). AB 97 authorizes a supplemental grant add-on (each, a “Supplemental Grant”) for school districts that serve EL/LI students, equal to 20% of the applicable Base Grant multiplied by such districts’ percentage of unduplicated EL/LI student enrollment. School districts whose EL/LI populations exceed 55% of their total enrollment are eligible for a concentration grant add-on (each, a “Concentration Grant”) equal to 50% of the applicable Base Grant multiplied by the percentage of such district’s unduplicated EL/LI student enrollment in excess of the 55% threshold.

The table on the following page shows a breakdown of the District’s ADA by grade span, total enrollment, and the percentage of EL/LI student enrollment, for fiscal years 2015-16 through 2019-20, and budgeted amounts for fiscal year 2020-21. However, the District’s actual pupil attendance, and associated ADA figures, may be impacted by the current coronavirus outbreak. See “– Considerations Regarding COVID-19” herein.

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**ADA, ENROLLMENT AND EL/LI ENROLLMENT PERCENTAGE**  
**La Habra City School District**  
**Fiscal Years 2015-16 through 2020-21**

<b>Fiscal Year</b>	<b>Average Daily Attendance<sup>(1)</sup></b>				<b>Enrollment<sup>(2)</sup></b>	
	<b><u>K-3</u></b>	<b><u>4-6</u></b>	<b><u>7-8</u></b>	<b><u>Total ADA</u></b>	<b><u>Total Enrollment</u></b>	<b><u>% of EL/LI Enrollment</u></b>
2015-16	2,104	1,544	1,087	4,736	4,913	79.00
2016-17	2,004	1,505	1,044	4,554	4,726	77.84
2017-18	1,945	1,490	1,040	4,477	4,549	77.63
2018-19	1,961	1,479	985	4,426	4,565	77.55
2019-20	1,981	1,479	970	4,445	4,599	78.45
2020-21 <sup>(3)</sup>	1,983	1,383	988	4,355	4,513	70.00

(1) Except for fiscal years 2019-20 and 2020-21, reflects ADA as of the second principal reporting period (“P-2 ADA”), ending on or before the last attendance month prior to April 15 of each school year. An attendance month is equal to each four-week period of instruction beginning with the first day of school for a particular school district. For the 2019-20 school year, due to the outbreak of COVID-19, P-2 ADA only reflects full school months from July 1, 2019 through February 29, 2020. See “– Considerations Regarding COVID-19” herein.

(2) Except for fiscal year 2020-21, reflects certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System (“CALPADS”) in each school year and is used to calculate each school district’s unduplicated EL/LI student enrollment. Adjustments may be made to the certified EL/LI counts by the State Department of Education. CALPADS figures exclude preschool and adult transitional students. For purposes of calculating Supplemental and Concentration Grants, beginning in fiscal year 2015-16, a school district’s percentage of unduplicated EL/LI students is based on a rolling average of such district’s EL/LI enrollment for the then-current fiscal year and the two immediately preceding fiscal years.

(3) Budgeted.

Source: La Habra City School District.

For certain school districts that would have received greater funding levels under the prior revenue limit system, the LCFF provided for a permanent economic recovery target (“ERT”) add-on, equal to the difference between the revenue limit allocations such districts would have received under the prior system in fiscal year 2020-21, and the target LCFF allocations owed to such districts in the same year. To derive the projected funding levels, the LCFF assumes the discontinuance of deficit revenue limit funding, implementation of a 1.94% COLA in fiscal years 2014-15 through 2020-21, and restoration of categorical funding to pre-recession levels. The ERT add-on was paid incrementally over the implementation period of the LCFF. The District does not qualify for the ERT add-on.

The sum of a school district’s adjusted Base, Supplemental and Concentration Grants will be multiplied by such district’s P-2 ADA for the current or prior year, whichever is greater (with certain adjustments applicable to small school districts). This funding amount, together with any applicable ERT or categorical block grant add-ons, yields a district’s total LCFF allocation. Generally, the amount of annual State apportionments received by a school district will amount to the difference between such total LCFF allocation and such district’s share of applicable local property taxes. Most school districts receive a significant portion of their funding from such State apportionments. As a result, decreases in State revenues may significantly affect appropriations made by the State legislature to school districts.

Certain school districts, known as “community supported” districts (or “basic aid” districts), have allocable local property tax collections that equal or exceed such districts’ total LCFF allocation, and result in the receipt of no State apportionment aid. Community supported school districts receive only special categorical funding, which is deemed to satisfy the “basic aid” requirement of \$120 per student per year guaranteed by Article IX, Section 6 of the State Constitution. The implication for community supported districts is that the legislatively determined allocations to school districts, and other politically determined factors, are less significant in determining their primary funding sources. Rather, property tax

growth and the local economy are the primary determinants. [The District does not currently qualify as a community supported district.]

**Accountability.** Regulations adopted by the State Board of Education require that school districts increase or improve services for EL/LI students in proportion to the increase in funds apportioned to such districts on the basis of the number and concentration of such EL/LI students, and detail the conditions under which school districts can use supplemental or concentration funding on a school-wide or district-wide basis.

School districts are also required to adopt local control and accountability plans (“LCAPs”) disclosing annual goals for all students, as well as certain numerically significant student subgroups, to be achieved in eight areas of State priority identified by the LCFF. LCAPs may also specify additional local priorities. LCAPs must specify the actions to be taken to achieve each goal, including actions to correct identified deficiencies with regard to areas of State priority. LCAPs covering a three-year period were required to be adopted beginning in fiscal year 2014-15, and updated annually thereafter. The State Board of Education has adopted a template LCAP for use by school districts.

**Support and Intervention.** AB 97, as amended by SB 91, established a new system of support and intervention to assist school districts in meeting the performance expectations outlined in their respective LCAPs. School districts must adopt their LCAPs (or annual updates thereto) in tandem with their annual operating budgets, and not later than five days thereafter submit such LCAPs or updates to their respective county superintendents of schools. On or before August 15 of each year, a county superintendent may seek clarification regarding the contents of a district’s LCAP (or annual update thereto), and the district is required to respond to such a request within 15 days. Within 15 days of receiving such a response, the county superintendent can submit non-binding recommendations for amending the LCAP or annual update, and such recommendations must be considered by the respective school district at a public hearing within 15 days. A district’s LCAP or annual update must be approved by the county superintendent by October 8 of each year if the superintendent determines that (i) the LCAP or annual update adheres to the State template, and (ii) the district’s budgeted expenditures are sufficient to implement the actions and strategies outlined in the LCAP.

A school district is required to receive additional support if its respective LCAP or annual update thereto is not approved, if the district requests technical assistance from its respective county superintendent, or if the district does not improve student achievement across more than one State priority for one or more student subgroups. Such support can include a review of a district’s strengths and weaknesses in the eight State priority areas, or the assignment of an academic expert to assist the district with identifying and implementing programs designed to improve outcomes. Assistance may be provided by the California Collaborative for Educational Excellence, a State agency created by the LCFF and charged with assisting school districts to achieve the goals set forth in their LCAPs. The State Board of Education has developed rubrics to assess school district performance and the need for support and intervention.

The State Superintendent of Public Instruction (the “State Superintendent”) is further authorized, with the approval of the State Board of Education, to intervene in the management of persistently underperforming school districts. The State Superintendent may intervene directly or assign an academic trustee to act on his or her behalf. In so doing, the State Superintendent is authorized to (i) modify a district’s LCAP, (ii) impose budget revisions designed to improve student outcomes, and (iii) stay or rescind actions of the local governing board that would prevent such district from improving student outcomes; provided, however, that the State Superintendent is not authorized to rescind an action required by a local collective bargaining agreement.

**Other State Sources.** In addition to State allocations determined pursuant to the LCFF, the District receives other State revenues consisting primarily of restricted revenues designed to implement State mandated programs. Beginning in fiscal year 2013-14, categorical spending restrictions associated with a majority of State mandated programs were eliminated, and funding for these programs was folded into the LCFF. Categorical funding for certain programs was excluded from the LCFF, and school districts will continue to receive restricted State revenues to fund these programs.

**Federal and Local Sources.** The federal government provides funding for several of the District's programs, including special education programs, programs under the Every Student Succeeds Act, and specialized programs such as Drug Free Schools, Innovative Strategies, and Vocational & Applied Technology. In addition, school districts may receive additional local revenues beyond local property tax collections, such as from leases and rentals, interest earnings, interagency services, parcel taxes, developer fees, redevelopment revenues, foundation revenues, and other local sources.

### **Dissolution of Redevelopment Agencies**

On December 30, 2011, the State Supreme Court issued its decision in the case of California Redevelopment Association v. Matosantos ("Matosantos"), finding ABx1 26, a trailer bill to the 2011-12 State budget, to be constitutional. As a result, all redevelopment agencies in the State ceased to exist as a matter of law on February 1, 2012. The Court in Matosantos also found that ABx1 27, a companion bill to ABx1 26, violated the State Constitution, as amended by Proposition 22. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 1A and Proposition 22" herein. ABx1 27 would have permitted redevelopment agencies to continue operations provided their establishing cities or counties agreed to make specified payments to school districts and county offices of education, totaling \$1.7 billion statewide.

ABx1 26 was modified by Assembly Bill No. 1484 (Chapter 26, Statutes of 2011-12) ("AB 1484"), which, together with ABx1 26, is referred to herein as the "Dissolution Act." The Dissolution Act provides that all rights, powers, duties and obligations of a redevelopment agency under the California Community Redevelopment Law that have not been repealed, restricted or revised pursuant to ABx1 26 will be vested in a successor agency, generally the county or city that authorized the creation of the redevelopment agency (each, a "Successor Agency"). All property tax revenues that would have been allocated to a redevelopment agency, less the corresponding county auditor-controller's cost to administer the allocation of property tax revenues, are now allocated to a corresponding Redevelopment Property Tax Trust Fund ("Trust Fund"), to be used for the payment of pass-through payments to local taxing entities, and thereafter to bonds of the former redevelopment agency and any "enforceable obligations" of the Successor Agency, as well as to pay certain administrative costs. The Dissolution Act defines "enforceable obligations" to include bonds, loans, legally required payments, judgments or settlements, legal binding and enforceable obligations, and certain other obligations.

Among the various types of enforceable obligations, the first priority for payment is tax allocation bonds issued by the former redevelopment agency; second is revenue bonds, which may have been issued by the host city, but only where the tax increment revenues were pledged for repayment and only where other pledged revenues are insufficient to make scheduled debt service payments; third is administrative costs of the Successor Agency, not to exceed \$250,000 in any year, to the extent such costs have been approved in an administrative budget; then, fourth is tax revenues in the Trust Fund in excess of such amounts, if any, will be allocated as residual distributions to local taxing entities in the same proportions as other tax revenues. Moreover, all unencumbered cash and other assets of former redevelopment agencies will also be allocated to local taxing entities in the same proportions as tax revenues. Notwithstanding the foregoing portion of this paragraph, the order of payment is subject to modification in the event a Successor Agency timely reports to the State Controller and the State Department of Finance ("DOF") that application of the foregoing will leave the Successor Agency with amounts

insufficient to make scheduled payments on enforceable obligations. If the county auditor-controller verifies that the Successor Agency will have insufficient amounts to make scheduled payments on enforceable obligations, it shall report its findings to the State Controller. If the State Controller agrees there are insufficient funds to pay scheduled payments on enforceable obligations, the amount of such deficiency shall be deducted from the amount remaining to be distributed to taxing agencies, as described as the fourth distribution above, then from amounts available to the Successor Agency to defray administrative costs. In addition, if a taxing agency entered into an agreement pursuant to Health and Safety Code Section 33401 for payments from a redevelopment agency under which the payments were to be subordinated to certain obligations of the redevelopment agency, such subordination provisions shall continue to be given effect.

As noted above, the Dissolution Act expressly provides for continuation of pass-through payments to local taxing entities, including to the District. Per statute, 100% of contractual and statutory two percent pass-throughs, and 56.7% of statutory pass-throughs authorized under the Community Redevelopment Law Reform Act of 1993 (AB 1290, Chapter 942, Statutes of 1993), are restricted to educational facilities without offset against LCFF funding by the State. Only 43.3% of AB 1290 pass-throughs to the District are offset against State aid so long as the District uses the moneys received for land acquisition, facility construction, reconstruction, or remodeling, or deferred maintenance as provided under Education Code Section 42238(h).

ABX1 26 states that in the future, pass-throughs shall be made in the amount “which would have been received . . . had the redevelopment agency existed at that time,” and that the County Auditor-Controller shall “determine the amount of property taxes that would have been allocated to each redevelopment agency had the redevelopment agency not been dissolved pursuant to the operation of ABX1 26 using current assessed values . . . and pursuant to statutory pass-through formulas and contractual agreements with other taxing agencies.”

Successor Agencies continue to operate until all enforceable obligations have been satisfied and all remaining assets of the Successor Agency have been disposed of. AB 1484 provides that once the debt of the Successor Agency is paid off and remaining assets have been disposed of, the Successor Agency shall terminate its existence and all pass-through payment obligations shall cease.

The District can make no representations as to the extent to which its LCFF from the State may be offset by the future receipt of residual distributions or from unencumbered cash and assets of former redevelopment agencies any other surplus property tax revenues pursuant to the Dissolution Act.

### **Considerations Regarding COVID-19**

An outbreak of disease or similar public health threat, such as the current coronavirus (“COVID-19”) outbreak, or fear of such an event, could have an adverse impact on the District’s financial condition and operating results.

The spread of COVID-19 is having significant negative impacts throughout the world, including in the District. The World Health Organization has declared the COVID-19 outbreak to be a pandemic, and states of emergency have been declared by the State and the United States. The purpose behind these declarations are to coordinate and formalize emergency actions and across federal, State and local governmental agencies, and to proactively prepare for a wider spread of the virus.

State law allows school districts to apply for a waiver to hold them harmless from the loss of LCFF funding based on attendance and state instructional time penalties when they are forced to close schools due to emergency conditions. In addition, the Governor has enacted Executive Order N-26-20 (“Executive Order N-26-20”), which (i) generally streamlines the process of applying for such waivers for



closures related to COVID-19 and (ii) directs school districts to use LCFF apportionment to fund distance learning and high quality educational opportunities, provide school meals and, as practicable, arrange for the supervision of students during school hours.

On March 17, 2020, Senate Bill 89 (“SB 89”) and Senate Bill 117 (“SB 117”) were signed by the Governor, both of which took effect immediately. SB 89 amends the Budget Act of 2019 by appropriating \$500,000,000 from the State general fund for any purpose related to the Governor’s March 4, 2020 emergency proclamation. SB 117, among other things, (i) specifies that for school districts that comply with Executive Order N-26-20, the ADA reported to the State Department of Education for the second period and the annual period for apportionment purposes for the 2019-20 school year only includes all full school months from July 1, 2019 through February 29, 2020, (ii) prevents the loss of funding related to an instructional time penalty because of a school closed due to the COVID-19 by deeming the instructional days and minutes requirements to have been met during the period of time the school was closed due to COVID-19, (iii) requires a school district to be credited with the ADA it would have received had it been able to operate its After School Education and Safety Program during the time the school was closed due to COVID-19, and (iv) appropriates \$100,000,000 from the State general fund to the State Superintendent to be apportioned to certain local educational agencies for purposes of purchasing personal protective equipment, or paying for supplies and labor related to cleaning school sites.

On March 19, 2020, the Governor ordered all State residents to stay home or at their place of residence to protect the general health and well-being, except as needed to maintain continuity of 16 critical infrastructure sectors described therein (the “Stay Home Order”).

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (the “CARES Act”) was signed by the President of the United States. The CARES Act appropriates over \$2 trillion to, among other things, (i) provide cash payments to individuals, (ii) expand unemployment assistance and eligibility, (iii) provide emergency grants and loans for small businesses, (iv) provide loans and other assistance to corporations, including the airline industry, (v) provide funding for hospitals and community health centers, (vi) expand funding for safety net programs, including child nutrition programs, and (vii) provide aid to state and local governments.

To date there have been a number of confirmed cases of COVID-19 in the County and health officials are expecting the number of confirmed cases to grow. The COVID-19 outbreak has resulted in the imposition of restrictions on mass gatherings and widespread temporary closings of businesses, universities and schools (including the District’s schools). The U.S. is restricting certain non-US citizens and permanent residents from entering the country. In addition, stock markets in the U.S. and globally have been volatile, with significant declines attributed to coronavirus concerns.

On June 29, 2020, Senate Bill 98 (“SB 98”), the education omnibus bill to the 2020-21 State Budget, was signed by the Governor, which took effect immediately. SB 98 provides that distance learning may be offered by a school district during the 2020-21 academic year on a local educational agency or schoolwide level as a result of an order or guidance from a State public health officer or a local public health officer or for pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. SB 98 provides requirements for distance learning, including, but not limited to: (i) confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work, (ii) content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, (iii) support for pupils who are not performing at grade level or need support in other areas, (iv) special education services, (v) designated and integrated instruction in English language development for English learners, and (vi) daily live

interaction with certificated employees and peers. In addition, SB 98 provides that school districts will generally be funded based on ADA from the 2019-20 fiscal year, imposes limits on layoffs for certain classified and certificated employees during fiscal year 2020-21, suspends the annual instructional minutes requirement, and waives the requirement for adopting an LCAP or annual update to the LCAP for fiscal year 2020-21, while imposing a new requirement to adopt a learning continuity and attendance plan by September 30, 2020.

On August 28, 2020, the Governor released a revised system of guidelines for reopening – Blueprint for a Safer Economy (“Blueprint”). Blueprint assigns each of the State’s 58 counties into four color-coded tiers – purple, red, orange and yellow, in descending order of severity – based on the number of new daily cases of COVID-19 and the percentage of positive tests. Counties must remain in a tier for at least three weeks before advancing to the next one. To move forward, a county must meet the next tier’s criteria for two consecutive weeks. If a county’s case rate and positive rate fall into different tiers, the county remains in the stricter tier. School districts can reopen for limited in-person instruction once their county has been in the red tier (daily new cases of 4-7 per 100,000 people and 5-8% of positive tests) for at least two weeks. When they reopen, school districts must follow the guidelines for the reopening of schools and school based programs (the “Guidelines”), released by the Governor on July 17, 2020, as updated on August 3, 2020. Implementation of the Guidelines as part of a phased reopening will depend on local public health conditions, including community preparedness measures. In order to facilitate K-6 schools to open for in-person instruction under specified conditions, the local health department may grant a waiver allowing such school to forego following the Guidelines. [The County is assigned to the purple tier as of December 31, 2020.]

On November 19, 2020, the California Department of Public Health issued a limited Stay at Home order, effective November 21, 2020 for those counties under the purple tier of the Blueprint, requiring that all gatherings with members of other households and all activities conducted outside the residence, lodging, or temporary accommodation with members of other households cease between 10:00 p.m. PST and 5:00 a.m. PST, except for those activities associated with the operation, maintenance, or usage of critical infrastructure or required by law.

On December 3, 2020, the California Department of Public Health announced a Regional Stay at Home Order (the “Regional Stay at Home Order”), and a supplemental order, signed December 6, 2020, which divides the State into five regions (Northern California, Bay Area, Greater Sacramento, San Joaquin Valley, and Southern California), which will go into effect at 11:59 PM the day after a region has been announced to have less than 15% ICU availability. The supplemental order clarifies retail operations and goes into effect immediately. The orders prohibit private gatherings of any size, close sector operations except for critical infrastructure and retail, and require 100% masking and physical distancing in all others. Guidance related to schools remains in effect and unchanged. Schools that have reopened for in-person instruction may remain open, and schools may continue to bring students back for in-person instruction under the existing elementary school waiver process or cohort guidance provided by the California Department of Public Health.

On December 27, 2020, the COVID-19 Economic Relief Bill (the “Relief Bill”) was signed by the President of the United States. The Relief Bill appropriates over \$900 billion to, among other things, provide another round of (i) direct payments to individuals, (ii) enhanced unemployment benefits, (iii) education funding, and (iv) aid to sectors and industries determined to be most affected by the pandemic. No additional state and local aid was provided by the Relief Bill, but the deadline by which funding provided by the CARES Act is to be spent was extended to December 31, 2021.

As a result of the outbreak of COVID-19, the District closed its schools for in-person learning for the remainder of the 2019-20 school year effective March 16, 2020 and began instruction through

distance learning. The District opened the 2020-21 school year in an all distance learning environment. [The District has begun the process of forming a plan for the return to in-person instruction but has not currently determined a return date.] The District will continue to evaluate the State's school reopening guidelines and will consult with local health officials and the State's school reopening guidelines in implementing the District's plans for the 2020-21 academic year.

Other potential impacts to the District associated with the COVID-19 outbreak include, but are not limited to, increasing costs and challenges relating to establishing distance learning programs or other measures to permit instruction while schools remain closed, disruption of the regional and local economy with corresponding decreases in tax revenues, including property tax revenue, sales tax revenue and other revenues, increases in tax delinquencies, potential declines in property values, and decreases in new home sales, and real estate development. The economic consequences and the declines in the U.S. and global stock markets resulting from the spread of COVID-19, and responses thereto by local, State, and the federal governments, could have a material impact on the investments in the State pension trusts, which could materially increase the unfunded actuarial accrued liability of the STRS Defined Benefit Program and PERS Schools Pool, which, in turn, could result in material changes to the District's required contribution rates in future fiscal years. See "LA HABRA CITY SCHOOL DISTRICT – Retirement Programs" herein.

The COVID-19 outbreak is ongoing, and the ultimate geographic spread of the virus, the duration and severity of the outbreak, and the economic and other of actions that may be taken by governmental authorities to contain the outbreak or to treat its impact are uncertain. Additional information with respect to events surrounding the outbreak of COVID-19 and responses thereto can be found on State and local government websites, including but not limited to: the Orange County Public Health Care Agency (<https://www.ochealthinfo.com/phs/>), the Governor's office (<http://www.gov.ca.gov>) and the California Department of Public Health (<https://covid19.ca.gov/>). *The District has not incorporated by reference the information on such websites, and the District does not assume any responsibility for the accuracy of the information on such websites.*

The ultimate impact of COVID-19 on the District's operations and finances is unknown. There can be no assurances that the spread of COVID-19, or the responses thereto by local, State, or the federal government, will not materially adversely impact the local, state and national economies or the assessed valuation of property within the District, or adversely impact enrollment or ADA within the District and, notwithstanding SB 117 or the Blueprint, materially adversely impact the financial condition or operations of the District. See also "TAX BASE FOR REPAYMENT OF THE BONDS – Assessed Valuations" herein.

## **Budget Process**

***State Budgeting Requirements.*** The District is required by provisions of the Education Code to maintain a balanced budget each year, in which the sum of expenditures and the ending fund balance cannot exceed the sum of revenues and the carry-over fund balance from the previous year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. The budget process for school districts was substantially amended by Assembly Bill 1200 ("AB 1200"), which became State law on October 14, 1991. Portions of AB 1200 are summarized below. Additional amendments to the budget process were made by Assembly Bill 2585, effective as of September 9, 2014, including the elimination of the dual budget cycle option for school districts. All school districts must now be on a single budget cycle.

School districts must adopt a budget on or before July 1 of each year. The budget must be submitted to the county superintendent within five days of adoption or by July 1, whichever occurs first.

The county superintendent will examine the adopted budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance, and will determine if the budget allows the district to meet its current obligations, if the budget is consistent with a financial plan that will enable the district to meet its multi-year financial commitments, whether the budget includes the expenditures necessary to implement a LCAP, and whether the budget's ending fund balance exceeds the minimum recommended reserve for economic uncertainties.

On or before September 15, the county superintendent will approve, conditionally approve or disapprove the adopted budget for each school district. Budgets will be disapproved if they fail the above standards. The district board must be notified by September 15 of the county superintendent's recommendations for revision and reasons for the recommendations. The county superintendent may assign a fiscal advisor or appoint a committee to examine and comment on the superintendent's recommendations. The committee must report its findings no later than September 20. Any recommendations made by the county superintendent must be made available by the district for public inspection. No later than October 22, the county superintendent must notify the State Superintendent of all school districts whose budget may be disapproved.

A school district whose budget has been disapproved must revise and readopt its budget by October 8, reflecting changes in projected income and expense since July 1, including responding to the county superintendent's recommendations. The county superintendent must determine if the budget conforms with the standards and criteria applicable to final school district budgets and, not later than November 8, must approve or disapprove the revised budgets. If the budget is disapproved, the county superintendent will call for the formation of a budget review committee pursuant to Education Code Section 42127.1. No later than November 8, the county superintendent must notify the State Superintendent of all school districts whose budget has been disapproved. Until a school district's budget is approved, the school district will operate on the lesser of its proposed budget for the current fiscal year or the last budget adopted and reviewed for the prior fiscal year.

***Interim Financial Reports.*** Under the provisions of AB 1200, each school district is required to file interim certifications with the county office of education as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent two fiscal years. The county office of education reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification is assigned to any school district that will be unable to meet its financial obligations for the remainder of the current fiscal year or subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or subsequent two fiscal years.

Within the past five years, the District submitted, and the County superintendent of schools has accepted, "positive" certifications on each of its interim financial reports.

**Budgeting Trends.** The following table summarizes the District's adopted general fund budgets for fiscal years 2016-17 through 2020-21, audited ending results for fiscal years 2016-17 through 2019-20, and projected actuals for fiscal year 2020-21.

**GENERAL FUND BUDGETING**  
**La Habra City School District**  
**Fiscal Years 2016-17 through 2020-21**

	<b>Fiscal Year 2016-17</b>		<b>Fiscal Year 2017-18</b>		<b>Fiscal Year 2018-19</b>		<b>Fiscal Year 2019-20</b>		<b>Fiscal Year 2020-21</b>	
<b>REVENUES</b>	<b><u>Budgeted</u><sup>(1)</sup></b>	<b><u>Audited</u><sup>(1)</sup></b>	<b><u>Budgeted</u><sup>(1)</sup></b>	<b><u>Audited</u><sup>(1)</sup></b>	<b><u>Budgeted</u><sup>(1)</sup></b>	<b><u>Audited</u><sup>(1)</sup></b>	<b><u>Budgeted</u><sup>(1)</sup></b>	<b><u>Audited</u><sup>(1)</sup></b>	<b><u>Adopted Budget</u><sup>(2)</sup></b>	<b><u>Projected Actuals</u><sup>(3)</sup></b>
LCFF	\$43,433,753	\$44,014,883	\$43,490,783	\$43,545,275	\$45,341,548	\$45,681,528			\$43,563,797	
Federal Sources	2,647,511	2,417,137	2,543,494	2,658,251	2,980,904	3,908,977			2,805,653	
Other State Sources	5,094,147	4,808,304	3,827,371	4,537,219	5,659,510	8,008,501			5,231,172	
Other Local Sources	<u>2,538,635</u>	<u>2,940,547</u>	<u>2,592,130</u>	<u>3,251,091</u>	<u>2,657,857</u>	<u>3,514,132</u>			<u>2,583,032</u>	
<b>TOTAL REVENUES<sup>(3)</sup></b>	53,714,045	54,180,871	52,453,778	53,991,836	56,639,819	61,113,138			54,183,654	
<b>EXPENDITURES</b>										
Certificated Salaries	23,922,077	24,095,574	25,221,012	25,653,191	25,511,176	26,792,895			26,452,259	
Classified Salaries	8,504,521	8,362,876	8,627,264	9,098,609	8,913,818	9,889,803			9,537,927	
Employee Benefits	11,147,689	11,019,902	12,109,265	12,228,509	12,913,945	15,998,228			15,127,503	
Books and Supplies	3,485,441	2,253,348	2,215,122	3,390,865	2,169,211	2,191,972			1,749,866	
Services, Other Operating Expenses	5,405,251	4,259,483	5,189,294	4,652,581	5,059,338	5,167,799			4,151,478	
Capital Outlay	101,452	306,665	113,906	527,647	578,818	116,978			--	
Other Outgo	709,504	775,387	852,192	881,177	950,354	729,616			674,138	
Debt Service	<u>26,288</u>	<u>25,002</u>	--	<u>25,002</u>	--	<u>168,329</u>			--	
<b>TOTAL EXPENDITURES<sup>(3)</sup></b>	53,302,223	51,098,237	54,328,055	56,457,581	56,096,660	61,055,620			57,693,171	
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	411,822	3,082,634	(1,874,277)	(2,465,745)	543,159	57,518			(3,509,517)	
<b>OTHER FINANCING SOURCES (USES)</b>	--	--	--	422,203	--	--			--	
Transfers In	--	--	--	--	1,000,000	1,000,000			--	
Transfers Out	(1,122,000)	(1,016,141)	--	(5,129)	--	(28,489)			--	
<b>Net Change In Fund Balance</b>	(710,178)	2,066,493	(1,874,277)	(2,048,671)	1,543,159	1,029,029			(3,509,517)	
<b>Beginning Balance, July 1</b>	<u>9,415,000</u>	<u>9,415,000</u>	<u>8,472,558</u>	<u>11,481,493</u>	<u>8,026,730</u>	<u>9,432,822</u>			<u>8,550,135</u>	
<b>Fund Balance, June 30</b>	<u>\$8,704,822</u>	<u>\$11,481,493</u>	<u>\$6,598,281</u>	<u>\$9,432,822</u>	<u>\$9,569,889</u>	<u>\$10,461,851</u>			<u>\$5,040,618</u>	

<sup>(1)</sup> From the District's Comprehensive Audited Financial Statements for fiscal years 2016-17 through 2019-20, respectively.

<sup>(2)</sup> From the District's Budget for fiscal year 2019-20 approved by the Board on June 25, 2020.

<sup>(3)</sup> From the District's Second Interim Report for fiscal year 2020-21 approved by the Board on [\_\_\_\_], 2021.

Source: La Habra City School District.

## Comparative Financial Statements

The District's audited financial statements for the year ended June 30, 2020 are included for reference in APPENDIX B attached hereto. Audited financial statements for the District for the fiscal year ended June 30, 2020, and prior fiscal years are on file with the District and available for public inspection at the Office of the Chief Business Official of the District, 500 N. Walnut Street, California, 90631 Telephone: (562) 690-2305. The following table reflects the District's revenues, expenditures and fund balances for fiscal years 2015-16 through 2019-20.

### AUDITED STATEMENT OF GENERAL FUND REVENUES, EXPENDITURES AND FUND BALANCES La Habra City School District Fiscal Years 2015-16 through 2019-20

	Audited Actuals <u>2015-16</u>	Audited Actuals <u>2016-17</u>	Audited Actuals <u>2017-18</u>	Audited Actuals <u>2018-19</u>	Audited Actuals <u>2019-20</u>
<b>REVENUES:</b>					
Revenue limit sources/LCFF sources	\$35,876,346	\$37,388,626	\$37,996,618	\$39,530,035	
Federal sources	2,208,341	2,163,462	2,802,629	3,284,944	
Other State sources	5,768,972	8,479,196	6,295,158	9,002,813	
Other local sources	<u>2,621,456</u>	<u>2,500,059</u>	<u>2,561,307</u>	<u>2,705,252</u>	
<b>Total Revenues</b>	46,475,115	50,531,343	49,655,712	54,523,044	
<b>EXPENDITURES:</b>					
Instruction	30,769,549	31,573,054	30,589,100	33,904,070	
Instruction-related activities					
Supervision of instruction and administration	485,960	894,154	1,590,912	2,005,657	
Instructional library, media and technology	125,107	703,047	664,884	773,350	
School site administration	2,048,637	2,171,161	2,410,169	3,098,515	
Pupil services					
Home-to-school transportation	882,485	845,622	986,740	1,132,347	
Food Services		--	--	49,568	
All other pupil services	2,875,368	3,094,141	2,913,333	3,481,231	
General administration					
Data processing	922,438	821,146	1,022,712	957,335	
All other administration	2,118,744	2,452,950	2,446,935	2,760,478	
Plant services	4,329,917	4,196,523	4,799,991	5,460,428	
Facility acquisition and construction	633,054	320,872	31,812	--	
Community Services		114,998	135,470	218,597	
Other outgo	571,891	1,281,029	1,340,755	1,078,548	
Debt Service	--	--	--	--	
<b>Total Expenditures</b>	45,763,150	48,468,697	48,932,813	54,920,124	
<b>Net Change in Fund Balance</b>	711,965	2,062,646	466,453 <sup>(1)</sup>	(397,080)	
<b>Fund Balance at Beginning of Year</b>	<u>7,613,468</u>	<u>8,325,433</u>	<u>10,388,079</u>	<u>10,854,532</u>	
<b>Fund Balance at End of Year</b>	<u>\$8,325,433</u>	<u>\$10,388,079</u>	<u>\$10,854,532</u>	<u>\$10,457,452</u>	

<sup>(1)</sup> Includes transfer out of the general fund of \$256,446.  
Source: La Habra City School District.

## Accounting Practices

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California School Accounting Manual. This manual, according to Education Code Section 41010, is to be followed by all State school districts. Revenues are recognized in the period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the period in which the liability is incurred.

## State Budget Measures

*The following information concerning the State's budgets has been obtained from publicly available information which the District believes to be reliable; however, the District does not guarantee*

*the accuracy or completeness of this information and has not independently verified such information. Furthermore, it should not be inferred from the inclusion of this information herein that the principal of or interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax required to be levied by the County in an amount sufficient for the payment thereof.*

**2020-21 State Budget.** On June 29, 2020, the Governor signed into law the State budget for fiscal year 2020-21 (the “2020-21 Budget”). The following information is drawn from the DOF’s and LAO’s summaries of the 2020-21 Budget.

As with the Governor’s May revision (the “May Revision”) to the proposed State budget, the 2020-21 Budget acknowledged that the rapid onset of COVID-19 had an immediate and severe impact on the State’s economy. The ensuing recession caused significant job losses, precipitous drops in family and business income, and exacerbated inequality. The 2020-21 Budget included a number of measures intended to address a projected deficit of \$54.3 billion identified by the May Revision, and occasioned principally by declines in the State’s three main tax revenues (personal income, sales and use, and corporate). The measures included in the 2020-21 Budget, and described below, were intended to close this deficit and set aside \$2.6 billion in the State’s traditional general fund reserve, including \$716 million for the State to respond to the changing conditions of the COVID-19 pandemic:

- *Draw Down of Reserves* – The 2020-21 Budget drew down \$8.8 billion in total State reserves, including \$7.8 billion from the BSA, \$450 million from the Safety Net Reserve and all funds in the PSSSA.
- *Triggers* – The 2020-21 Budget included \$11.1 billion in reductions and deferrals that would have been restored if at least \$14 billion in federal funds were received by October 15, 2020. If the State had received less than this amount, reductions and deferrals were to be partially restored. The triggers included \$6.6 billion in deferred spending on education, \$970 million in funding for the California State University and University of California systems, \$2.8 billion in State employee compensation and \$150 million for courts, as well as funding for various other State programs. The triggers would also have funded an additional \$250 million for county programs to backfill revenue losses. Such federal funds, however, were not received by the October 15 date identified in the 2020-21 Budget. The District can make no representation as to whether such federal funds will be received or in what amount. See “– Future Actions and Events” herein.
- *Federal Funds* – The 2020-21 Budget relied on \$10.1 billion in federal funds allocated to the State, including \$8.1 billion of which had already been received as of the passage of the 2020-21 Budget. This relief included a temporary increase in the federal government’s share of Medicaid costs, a portion of the State’s Coronavirus Relief Fund allocation pursuant to the CARES Act and federal funds provided for childcare programs.
- *Borrowing/Transfers/Deferrals* – The 2020-21 Budget relied on \$9.3 billion in special fund borrowing and transfers, as well as deferrals to K-14 education discussed further herein. Approximately \$900 million of special fund borrowing was associated with reductions to State employee compensation and was to be subject to the triggers discussed above.
- *Increased Revenues* – The 2020-21 Budget temporarily suspended for three years net operating loss tax deductions for medium and large businesses and limited business tax credits, with an estimated increase in tax revenues of \$4.3 billion in fiscal year 2020-21.

- *Cancelled Expansions, Updated Assumptions and Other Measures* – The 2020-21 Budget included an additional \$10.6 billion of measures, including cancelling multiple programmatic expansions, anticipated governmental efficiencies, higher ongoing revenues above the forecast included in the May Revision, and lower health and human services caseload costs than assumed by the May Revision.

For fiscal year 2019-20, the 2020-21 Budget projected total general fund revenues and transfers of \$137.6 billion and authorized expenditures of \$146.9 billion. The State was projected to end the 2019-20 fiscal year with total available general fund reserves of \$17 billion, including \$16.1 billion in the BSA and \$900 million in the Safety Net Reserve Fund. For fiscal year 2020-21, the 2020-21 Budget projected total general fund revenues and transfers of \$137.7 billion and authorized expenditures of \$133.9 billion. The State was projected to end the 2020-21 fiscal year with total available general fund reserves of \$11.4 billion, including \$2.6 billion in the traditional general fund reserve (of which \$716 million is earmarked for COVID-related responses), \$8.3 billion in the BSA and \$450 million in the Safety Net Reserve Fund.

As a result of the projected reduction of State revenues occasioned by the COVID-19 pandemic, the 2020-21 Budget estimated that the Proposition 98 minimum funding guarantee for fiscal year 2020-21 would be \$70.1 billion, approximately \$10 billion below the revised prior-year funding level. For K-12 school districts, this would have resulted in per-pupil spending in fiscal year 2020-21 of \$10,654, a reduction of \$1,339 from the prior year.

The 2020-21 Budget proposed several measures intended to ameliorate the immediate impact of State revenue declines, and avoid a permanent decline in education funding:

- *Local Control Funding Formula* – The 2020-21 Budget provided for \$1.9 billion in LCFF apportionment deferrals for fiscal year 2019-20. The deferrals increased to \$11 billion in fiscal year 2020-21, which was to result in LCFF funding remaining at 2019-20 levels in both years. The 2020-21 Budget also suspended the statutory COLA in fiscal 2020-21. Of the total deferrals, \$5.8 billion were to be triggered off in fiscal year 2020-21 if sufficient federal funding for this purpose was received. Such federal funds, however, were not received by the October 15 date identified in the 2020-21 Budget. The District can make no representation as to whether such federal funds will be received or in what amount. See “– Future Actions and Events” herein.
- *Learning Loss Mitigation* – The 2020-21 Budget included a one-time investment of \$5.3 billion (\$4.75 billion in CARES Act funding and \$539.9 million in Proposition 98 funding) to local educational agencies to address learning losses related to COVID-19 school closures. Of these funds, \$2.9 billion was to be allocated based on LCFF supplemental and concentration grant allocations, \$1.5 billion based on the number of students with exceptional needs, and \$979.8 million based on total LCFF allocations.
- *Supplemental Appropriations* – The 2020-21 Budget provided for a new, multi-year payment obligation to supplement K-14 education funding. The total obligation would equal approximately \$12.4 billion, and reflected the administration’s estimate of the additional funding K-14 school districts would have received in the absence of COVID-19-related reductions. Under this proposal the State will make annual payments toward this obligation beginning in fiscal year 2021-22. These payments would equal 1.5% of State general fund revenue. The 2020-21 Budget also increased the share of State general fund revenue required to be spent on K-14 school districts from 38% to 40% by fiscal year 2023-24.
- *CalSTRS/CalPERS* – The 2020-21 Budget redirected \$2.3 billion in funds previously appropriated for prefunding CalSTRS and CalPERS liabilities, and instead applied them to



further reduce local educational agency contribution rates for such programs in fiscal years 2020-21 and 2021-22. This reduced CalSTRS employer rates to 16.15% in fiscal year 2020-21 and 16.02% in fiscal year 2021-22. CalPERS employer rates would be reduced to 20.7% in fiscal year 2020-21 and 22.84% in fiscal year 2021-22. See also “LA HABRA CITY SCHOOL DISTRICT – Retirement Programs” herein.

- *Federal Funds* – In addition to the CARES Act funding previously discussed, the 2020-21 Budget appropriated \$1.6 billion in federal Elementary and Secondary School Emergency Relief funds awarded to the State. Of this amount, approximately \$1.5 billion was to be allocated to local educational agencies in proportion to the amount of federal Title I-A funding such agencies receive, to be used for COVID-19 related costs. The remaining amount was to be allocated to state-level activities.
- *Temporary Revenue Increases* – As discussed above, as part of closing the State’s projected deficit, the 2020-21 Budget provided for a temporary revenue increase of approximately \$4.3 billion in fiscal year 2020-21, of which approximately \$1.6 billion counted towards the Proposition 98 funding guarantee.

Other significant features of K-12 education funding in the 2020-21 Budget included the following:

- *Special Education* – The 2020-21 Budget increased special education base rates to \$625 per pupil, and provided \$100 million to increase funding for students with low-incidence disabilities.
- *Average Daily Attendance* – The 2020-21 Budget provided for a hold-harmless for calculating apportionments in fiscal year 2020-21. ADA will be based on the 2019-20 year, except for new charter schools commencing instruction in fiscal year 2020-21. The 2020-21 Budget also provided an exemption for local educational agencies from certain annual minimum instructional minute requirements, and included requirements for distance learning to ensure that, in the absence of in-person instruction, students continue to receive access to quality education.
- *LCAPs* – In April of 2020, the Governor issued an executive order allowing local educational agencies to submit their LCAP (as defined herein) for fiscal year 2020-21 in December, in lieu of the usual July 1 deadline. Recognizing that federal relief funds needed to be expended on an accelerated timeline, and to ensure transparency, the 2020-21 Budget replaced the December LCAP with a Learning Continuity and Attendance Plan to be completed by September 30, 2020. The 2020-21 Budget required the State Superintendent of Public Instruction to develop a template of this plan for use by local educational agencies which included a description of how such agencies would provide continuity of learning during the pandemic, expenditures related to addressing the impacts of the pandemic, and how such agencies increased or improved services in proportion to concentration funding received under the LCFF.
- *Employee Protections* – The 2020-21 Budget suspended school districts’ window to lay off teachers and other non-administrative certificated staff, which typically runs from the time the budget is approved by the State legislature to August 15. The 2020-21 Budget also suspended layoffs of classified staff working in transportation, nutrition and custodial services from July 1, 2020 through June 30, 2021.

For additional information regarding the 2020-21 Budget, see the DOF website at [www.dof.ca.gov](http://www.dof.ca.gov) and the LAO website at [www.lao.ca.gov](http://www.lao.ca.gov). However, the information presented on such websites is not incorporated herein by reference.

**LAO Fiscal Outlook.** On November 18, 2020, the LAO released its fiscal outlook report with respect to the Proposition 39 minimum funding guarantee (the “LAO Fiscal Outlook”). The LAO Fiscal Outlook indicates that, based on the LAO’s projections, collections for the State’s largest three taxes (personal income, corporate and sales) are expected to exceed the amounts projected in the 2020-21 Budget, for both fiscal year 2019-20 (by approximately \$4 billion) and fiscal year 2020-21 (by approximately \$34 billion). As a result, the LAO Fiscal Outlook also projects that the minimum funding guarantee for both fiscal years 2019-20 and 2020-21 increased from what was set by the 2020-21 Budget. Specifically, the LAO estimates that the minimum guarantee in 2019-20 increased by \$1.6 billion, and will increase by \$13.1 billion in fiscal year 2020-21. The LAO also estimates that programmatic costs are down in both fiscal years, and that growth in the minimum funding guarantee will require a \$1.5 billion deposit to the PSSSA. See also “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 2” herein. After accounting for the increases in the minimum funding guarantee, lower program costs and the PSSSA deposit, the LAO projects that the State will owe a one-time “settle up” payment of \$13.7 billion to K-14 school districts.

The LAO Fiscal Outlook notes that the increase in available funding would be sufficient to reverse all exiting deferrals provided in the 2020-21 Budget. The State legislature would need to take early budgetary action to do so, given when the deferrals are slated to begin. The District can make no representation as to whether such legislative action will be taken.

**Future Actions and Events.** The District cannot predict what actions will be taken in the future by the State legislature and the Governor to address changing State revenues and expenditures. The District also cannot predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the District will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State’s ability to fund schools. The COVID-19 pandemic has already resulted in significant negative economic effects at State and federal levels, and additional negative economic effects are possible, each of which could negatively impact anticipated State revenue levels. In addition, the pandemic could also result in higher State expenditures, of both a direct nature (such as those related to managing the outbreak) and an indirect nature (such as higher public usage of need-based programs resulting from unemployment or disability). See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. The District also cannot predict whether the federal government will provide additional funding in amounts sufficient to offset any of the fiscal impacts of the COVID-19 pandemic described above. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the District. However, the obligation to levy *ad valorem* property taxes upon all taxable property within the District for the payment of principal of and interest on the Bonds would not be impaired.

## LA HABRA CITY SCHOOL DISTRICT

*The information in this section concerning the operations of the District and the District's operating budget are provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Bonds is payable from the general fund of the District. The Bonds will be payable solely from the proceeds of an ad valorem property tax which is required to be levied by the County in an amount sufficient for the payment thereof. See "THE BONDS – Security and Sources for Payment" herein.*

### Introduction

La Habra City School District (the "District") is located in the northwestern portion of Orange County, California (the "County"). The District boundaries include the City of La Habra and portions of the City of Brea and the City of Fullerton, as well as certain unincorporated areas of the County. The District operates seven elementary schools and two middle schools. The District's ADA and enrollment for fiscal year 2020-21 are projected to be 4,355 and 4,513, respectively. The District's ADA and enrollment may be impacted by COVID-19. See also "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein. The District has a 2020-21 assessed valuation of \$6,659,674,018.

Unless otherwise indicated, the following financial, statistical and demographic data has been provided by the District. Additional information concerning the District and copies of subsequent audited financial reports of the District may be obtained by contacting: La Habra City School District, Attention: Chief Business Official.

### Administration

The District is governed by a five-member Board of Education (the "Board"), each member of which is elected at large to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. Current members of the Board, together with their offices and the dates their term expires, are listed below:

#### BOARD OF EDUCATION La Habra City School District

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Adam Rogers	President	November 2022
Cynthia Aguirre	Clerk/Vice President	November 2022
Ofelia Hanson	Member	November 2024
Emily Pruitt	Member	November 2024
Susan Kolberg-Pritchard, Ph.D.	Member	November 2024

The Superintendent of the District is responsible for administering the affairs of the District in accordance with the policies of the Board. Currently, Joanne Culverhouse, Ed.D. is the Superintendent of the District. Brief biographies of the Superintendent and the Chief Business Official follow:

***Joanne Culverhouse, Ed.D., Superintendent.*** Dr. Culverhouse has served as the District's Superintendent since 2017. Prior to serving as Superintendent, Dr. Culverhouse served as the Assistant Superintendent of Human Resources. Previously, she served as the Assistant Superintendent of Educational Services at the Palos Verdes Unified School District. Dr. Culverhouse has previously taught, coached and served as a principal at the elementary, middle and high school levels. Dr. Culverhouse earned her Doctor of Education degree from the University of California, Los Angeles, and her Master's

degree in Education, Master's degree in Administration and Bachelor of Arts degree in Elementary Education and Teaching from the University of Nevada, Reno.

**Christeen Betz, Chief Business Official.** Mrs. Betz has served as the District's Chief Business Official since 2018. Prior to joining the District, Mrs. Betz served as the Director of Fiscal Services at the Anaheim Elementary School District and the Director of Fiscal Services, Accounting at the Santa Ana Unified School District. Mrs. Betz earned a Bachelor of Science degree in Business Administration from the University of California, Riverside. She also earned a Chief Business Official Certification from the University of Southern California.

## District Enrollment

The table on the following page reflects the ADA and enrollment for the District for the last ten years, and a budgeted amount for fiscal year 2020-21.

### AVERAGE DAILY ATTENDANCE AND ENROLLMENT La Habra City School District Fiscal Years 2013-14 through 2020-21

<b>Fiscal Year</b>	<b>Total ADA<sup>(1)</sup></b>	<b>Enrollment<sup>(2)</sup></b>
2013-14	4,984	5,149
2014-15	4,841	5,022
2015-16	4,736	4,913
2016-17	4,554	4,726
2017-18	4,477	4,638
2018-19	4,426	4,551
2019-20	4,445	4,599
2020-21 <sup>(3)</sup>	4,355	4,513

<sup>(1)</sup> Except for fiscal year 2019-20 and 2020-21, reflects ADA as of P-2 ADA, ending on or before the last attendance month prior to April 15 of each school year. Includes K-12, home and hospital, special education.

<sup>(2)</sup> Reflects certified enrollment as of the fall census day (the first Wednesday in October), as reported to CALPADS.

<sup>(3)</sup> Budgeted.

Source: La Habra City School District.

## Labor Relations

The District currently employs 260 full-time certificated employees and 77 classified employees. In addition, the District employs 650 part-time faculty and staff. These employees, except management and some part-time employees, are represented by the bargaining units as noted below:

### LABOR RELATIONS La Habra City School District

<b><u>Labor Organization</u></b>	<b><u>Number of Employees in Organization</u></b>	<b><u>Contract Expiration Date</u></b>
La Habra Education Association/California Teachers Association	232	June 30, 2020
Classified School Employees Association	62	June 30, 2020

<sup>(1)</sup> Currently operating under the terms of the expired agreement.

Source: La Habra City School District.

## Retirement Programs

*The information set forth below regarding the District's retirement programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by none of the District, the Municipal Advisor or the Underwriter.*

**STRS.** All full-time certificated employees, as well as certain classified employees, are members of the State Teachers' Retirement System ("STRS"). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the "STRS Defined Benefit Program"). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. In recent years, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program has increased significantly in recent fiscal years. In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 ("AB 1469") into law as a part of the State's fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the "2014 Liability"), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

### MEMBER CONTRIBUTION RATES STRS (Defined Benefit Program)

<u>Effective Date</u>	<u>STRS Members Hired Prior to January 1, 2013</u>	<u>STRS Members Hired After January 1, 2013</u>
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

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Source: AB 1469.

Pursuant to the Reform Act (defined below), the contribution rates for members hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees hired after the Implementation Date increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable compensation effective July 1, 2018. For fiscal year commencing July

1, 2019, the contribution rate was 10.250% for employees hired before the Implementation Date and 10.205% for employees hired after the Implementation Date. For fiscal year commencing July 1, 2020, the contribution rate will be 10.250% for employees hired before the Implementation Date and 10.205% for employees hired after the Implementation Date.

Pursuant to AB 1469, K-14 school districts' contribution rate increased over a seven-year phase-in period in accordance with the following schedule:

**K-14 SCHOOL DISTRICT CONTRIBUTION RATES  
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>K-14 school districts</u>
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

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*Source: AB 1469.*

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based; and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State legislature appropriated \$2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21, resulting in employer contribution rates of 17.1% in fiscal year 2019-20 and 18.4% in fiscal year 2020-21. In addition, the State made a contribution of \$1.117 billion to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. This additional payment will be reflected in the June 30, 2020 actuarial valuation. Subsequently, the State's 2020-21 Budget redirected \$2.3 billion previously appropriated to STRS and PERS pursuant to SB 90 for long-term unfunded liabilities to further reduce the employer contribution rates in fiscal year 2020-21 and 2021-22. As a result, the effective employer contribution rate is 16.15% in fiscal year 2020-21 and is projected to be 16.02% in fiscal year 2021-22. See "DISTRICT FINANCIAL INFORMATION – State Budget Measures" herein.

The District's contributions to STRS were \$2,493,491 in fiscal year 2015-16, \$2,939,112 in fiscal year 2016-17, \$3,696,712 for fiscal year 2017-18, \$4,273,017 in fiscal year 2018-19, and \$5,465,204 in fiscal year 2019-20. The District currently projects \$4,600,000 for its contribution to STRS for fiscal year 2020-21.

The State also contributes to STRS, currently in an amount equal to 8.328% for fiscal year 2020-21. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990. The STRS Board approved State supplemental contribution rate for fiscal year 2020-21 reflects an increase of 0.5% of payroll, the maximum allowed under current law.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the "SBPA"), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

**PERS.** Classified employees working four or more hours per day are members of the Public Employees' Retirement System ("PERS"). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund ("PERF"). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants on June 30, 2019 included 1,612 public agencies and 1,319 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for "classified employees," which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the "Schools Pool").

Pursuant to SB 90, the State legislature appropriated \$144 million for fiscal year 2019-20 and \$100 million for fiscal year 2020-21 to be transferred to the Public Employees' Retirement Fund, to pay in advance, on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years. In addition, the State legislature appropriated \$660 million to be applied toward certain unfunded liabilities for K-14 school district employers. As a result of the payments made by the State pursuant to SB 90, the employer contribution rate for fiscal year 2019-20 was 19.721%. See "DISTRICT FINANCIAL INFORMATION – State Budget Measures" herein.

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. The actuarial determined employer contribution rate for fiscal year 2020-21 is 20.7%, which reflects the redirection of funds by the State's 2020-21 Budget by AB 84 (defined below), that were previously appropriated pursuant to SB 90 for long-term unfunded liabilities (discussed above). The State's 2020-21 State Budget projects an employer contribution rate of 22.84% in fiscal year 2021-22. See "DISTRICT FINANCIAL INFORMATION – State Budget Measures" herein. Participants enrolled in PERS prior to January 1, 2013 contribute at a rate established by statute, which is 7% of their respective salaries in fiscal year 2020-21, while participants enrolled after January 1, 2013 contribute at an actuarially determined rate, which is 7% in fiscal year 2020-21. See "– California Public Employees' Pension Reform Act of 2013" herein.

Pursuant to SB 90, the State legislature appropriated \$144 million for fiscal year 2019-20 and \$100 million for fiscal year 2020-21 to be transferred to the Public Employees' Retirement Fund, to pay in advance, on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years. In addition, the State legislature appropriated \$660 million to be applied toward certain unfunded liabilities for K-14 school district employers. As a result of the payments made by the State pursuant to SB 90, the employer contribution rate for fiscal year 2019-20 was 19.721%. See "DISTRICT FINANCIAL INFORMATION – State Budget Measures" herein.

The District's contributions to PERS were \$821,204 in fiscal year 2015-16, \$978,333 in fiscal year 2016-17, \$1,322,916 for fiscal year 2017-18, \$1,648,819 in fiscal year 2018-19, and \$1,191,951 in fiscal year 2019-20. The District currently projects \$1,687,785 for its contribution to PERS for fiscal year 2020-21.

***State Pension Trusts.*** Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: [www.calstrs.com](http://www.calstrs.com); (ii) PERS: [www.calpers.ca.gov](http://www.calpers.ca.gov). However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The table on the following page summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are "forward-looking" information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

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**FUNDED STATUS**  
**STRS (Defined Benefit Program) and PERS (Schools Pool)**  
**(Dollar Amounts in Millions) <sup>(1)</sup>**  
**Fiscal Years 2010-11 through 2018-19**

<b><u>STRS</u></b>					
<b><u>Fiscal Year</u></b>	<b><u>Accrued Liability</u></b>	<b><u>Value of Trust Assets (MVA)<sup>(2)</sup></u></b>	<b><u>Unfunded Liability (MVA)<sup>(2)</sup></u></b>	<b><u>Value of Trust Assets (AVA)<sup>(3)</sup></u></b>	<b><u>Unfunded Liability (AVA)<sup>(3)</sup></u></b>
2010-11	\$208,405	\$147,140	\$68,365	\$143,930	\$64,475
2011-12	215,189	143,118	80,354	144,232	70,957
2012-13	222,281	157,176	74,374	148,614	73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152
2018-19	310,719	225,466	102,636	205,016	105,703

<b><u>PERS</u></b>					
<b><u>Fiscal Year</u></b>	<b><u>Accrued Liability</u></b>	<b><u>Value of Trust Assets (MVA)</u></b>	<b><u>Unfunded Liability (MVA)</u></b>	<b><u>Value of Trust Assets (AVA)<sup>(3)</sup></u></b>	<b><u>Unfunded Liability (AVA)<sup>(3)</sup></u></b>
2010-11	\$58,358	\$45,901	\$12,457	\$51,547	\$6,811
2011-12	59,439	44,854	14,585	53,791	5,648
2012-13	61,487	49,482	12,005	56,250	5,237
2013-14	65,600	56,838	8,761	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2014-15	73,325	56,814	16,511	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2015-16	77,544	55,785	21,759	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2016-17	84,416	60,865	23,551	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2017-18	92,071	64,846	27,225	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2018-19 <sup>(5)</sup>	99,528	68,177	31,351	-- <sup>(4)</sup>	-- <sup>(4)</sup>

<sup>(1)</sup> Amounts may not add due to rounding.

<sup>(2)</sup> Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.

<sup>(3)</sup> Reflects actuarial value of assets.

<sup>(4)</sup> Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.

<sup>(5)</sup> On April 21, 2020, the PERS Board (defined below) approved the K-14 school district contribution rate for fiscal year 2020-21 and released certain actuarial information to be incorporated into the June 30, 2019 actuarial valuation to be released in the latter half of 2020.

*Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.*

The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015) (the “2017 Experience Analysis”), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member’s increasing life expectancies and current economic trends. These new assumptions were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the “2016 STRS Actuarial Valuation”). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii) decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30,

2017 actuarial evaluation (the “2017 STRS Actuarial Valuation”), and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%.

Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2015, through June 30, 2018) (the “2020 Experience Analysis”), on January 31, 2020, the STRS Board adopted a new set of actuarial assumptions that were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2019 (the “2019 STRS Actuarial Valuation”). While no changes were made to the actuarial assumptions discussed above, which were established as a result of the 2017 Experience Analysis, certain demographic changes were made, including: (i) lowering the termination rates to reflect a continued trend of lower than expected teachers leaving their employment prior to retirement, and (ii) adopting changes to the retirement rates for both employees hire before the Implementation Date and after the Implementation Date to better reflect the anticipated impact of years of service on retirements. The 2019 STRS Actuarial Valuation continues using the Entry Age Normal Actuarial Cost Method.

Based on salary increases less than assumed, additional State contributions, and actuarial asset gains recognized from the current and prior years, the 2019 STRS Actuarial Valuation reports that the unfunded actuarial obligation decreased by \$1.5 billion since the 2018 STRS Actuarial Valuation and the funded ratio increased by 2.0% to 66.0% over such time period.

According to the 2019 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2046 of 99.9%, except for a small portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990, for which AB 1469 provides no authority to the STRS Board to adjust rates to pay down that portion of the unfunded actuarial obligation. This finding reflects the scheduled contribution rate increases directed by statute, assumes additional increases in the scheduled contribution rates allowed under the current law will be made, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption and includes the \$1.117 billion State contribution made in July 2019 pursuant to SB 90.

The actuary for the STRS Defined Benefit Program notes in the 2019 STRS Actuarial Report that, since such report is dated as of June 30, 2019, the significant declines in the investment markets that have occurred in the first half the 2020 calendar year are not directly reflected in the 2019 STRS Actuarial Report. The actuary notes that such declines will almost certainly impact the future of the STRS Defined Benefit Program funding, and that, all things being equal, it is expected that the actuarial valuation for the fiscal year ending June 30, 2020 will show a greater increase in the projected State contribution rate (and possibly the employer rate) and a possible decline in the funded ratio. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein.

In recent years, the PERS Board of Administration (the “PERS Board”) has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS’ rate of expected price inflation and its investment rate of return (net of administrative expenses) (the “PERS Discount Rate”) from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points. On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a three year phase-in period in accordance with the

following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise.

On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies include a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect to the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on December 20, 2017, the PERS Board approved new actuarial assumptions, including (i) lowering the inflation rate to 2.625% for the June 30, 2018 actuarial valuation and to 2.50% for the June 30, 2019 actuarial valuation, (ii) lowering the payroll growth rate to 2.875% for the June 30, 2018 actuarial valuation and 2.75% for the June 30, 2019 actuarial valuation, and (iii) certain changes to demographic assumptions relating to the salary scale for most constituent groups, and modifications to the morality, retirement, and disability retirement rates.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

On April 21, 2020, the PERS Board established the employer contribution rates for 2020-21 and released certain information from the Schools Pool Actuarial Valuation as of June 30, 2019, ahead of its release date in the latter half of 2020. From June 30, 2018 to June 30, 2019 the funded status for the Schools Pool decreased by 1.9% (from 70.4% to 68.5%); mainly due to the reduction in the discount rate from 7.25% to 7.00% and investment return in 2018-19 being lower than expected. The funded status as

of June 30, 2019 does not reflect the State's additional payment of \$660 million that was made pursuant to SB 90, since PERS received the payment in July 2019. PERS attributes the decline in the funded status over the last five years to recent investment losses in excess of investment gains, adoption of new assumptions, both demographic and economic, lowering of the discount rate, and negative amortization. Assuming all actuarial assumptions are realized, including investment return of 7% in fiscal year 2019-20, that no changes to assumptions, methods of benefits will occur during the projection period, along with the expected reductions in normal cost due to the continuing transition of active members from those employees hired prior to the Implementation Date (defined below), to those hired after such date, the contribution rate was projected to increase annually, resulting in a projected 26.2% employer contribution rate for fiscal year 2026-27. As of the April 21, 2020, PERS reported that the year to date return for the 2019-20 fiscal year was well below the 7% assumed return.

The District can make no representations regarding the future program liabilities of STRS, or whether the District will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. The District can also provide no assurances that the District's required contributions to PERS will not increase in the future.

***California Public Employees' Pension Reform Act of 2013.*** On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For STRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled to for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps "pensionable compensation" for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

***GASB Statement Nos. 67 and 68.*** On June 25, 2012, GASB approved Statements Nos. 67 and 68 ("Statements") with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government's balance sheet (currently, such unfunded liabilities are typically included as notes to the government's financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for

certain purposes of the financial statements; and (5) the difference between expected and actual investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on the District is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employees, including the District, took effect for the fiscal year beginning July 1, 2014.

For fiscal year ending June 30, 2020, the District's collective net STRS and PERS pension liability is shown in table below. See "APPENDIX B – 2019-20 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note [ ]" attached hereto for more information.

<u>Pension Plan</u>	<u>Collective Net Pension Liability</u>	<u>Collective Deferred Outflow of Resources</u>	<u>Collective Deferred Inflow of Resources</u>	<u>Collective Pension Expense</u>
CalSTRS				
CalPERS				

## Other Post-Employment Benefits

**Plan Description.** The District's Postemployment Benefit Plan (the "Plan") is a single-employer defined benefit healthcare plan administered by the District. The Plan covers employees who retire from the District on or after attaining age 55 with at least 10 years of service. The District provides medical benefits to eligible retirees in an amount up to the cap for employee only contributions at the time of retirement up to age 65. The District does not make a contribution toward the coverage of dependents. Dental coverage is entirely paid for by the retiree. Vision and employee assistance coverages are not offered to retirees. There are currently 75 retirees and beneficiaries receiving Benefits and 347 eligible active members under the Plan.

**Funding Policy.** The District's funding policy is based on the projected pay-as-you-go financing requirements, and agreements with District bargaining units. For fiscal years 2015-16 through 2019-20, the District contributed \$219,442, \$228,346, \$189,791, \$250,699 and \$220,061 to the Plan, all of which was used for current premiums. The District currently projects a contribution of \$318,083 to the Plan for fiscal year 2020-21, all of which will be used for current premiums.

**Accrued Liability.** The District has implemented *Governmental Accounting Standards Board Statement #74, Financial Reporting for Postemployment Benefit Plans Other Than Pensions* ("GASB 74") and *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* ("GASB 75"), pursuant to which the District has commissioned and received an actuarial study of its liability with respect to the Benefits. The new GASB statements No. 74 and No. 75 (discussed below) require biennial actuarial valuations for all plans. The actuarial study, dated as of [ ] (the "Study"), concluded that, as of a [ ] measurement date, the Total OPEB Liability (the "TOL") with respect to such Benefits, was \$[ ]. [Because the District does not maintain a qualifying irrevocable trust, the District's Net OPEB Liability (the "NOL") is equal to the TOL.] For more information regarding the District's other post-employment benefit liability, see "APPENDIX B – 2019-20 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note [ ]" attached hereto.

***GASB Statement Nos. 74 and 75.*** On June 2, 2015, GASB approved Statements Nos. 74 and 75 with respect to pension accounting and financial reporting standards for public sector post-retirement benefit programs and the employers that sponsor them. GASB Statement No. 74 replaces GASB Statements No. 43 and 57 and Statement No. 75 replaces GASB Statement No. 45.

Most of GASB Statement No. 74 applies to plans administered through trusts, in which contributions are irrevocable, trust assets are dedicated to providing other post-employment benefits to plan members and trust assets are legally protected from creditors. GASB Statements No. 74 and No. 75 will require a liability for OPEB obligations, known as the net OPEB Liability (NOL), to be recognized on the balance sheet of the plan and the participating employer's financial statements. In addition, an OPEB expense (service cost plus interest on total OPEB liability plus current-period benefit changes minus member contributions minus assumed earning on plan investments plus administrative expenses plus recognition of deferred outflows minus recognition of deferred inflows) will be recognized in the income statement of the participating employers. In the notes to its financial statements, employers providing other post-employment benefits will also have to include information regarding the year-to-year change in the NOL and a sensitivity analysis of the NOL to changes in the discount rate and healthcare trend rate. The required supplementary information will also be required to show a 10-year schedule of the plan's net OPEB liability reconciliation and related ratios, and any actuarially determined contributions and investment returns.

Under GASB Statement No. 74, the measurement date must be the same as the plan's fiscal year end, but the actuarial valuation date may be any date up to 24 months prior to the measurement date. For the total OPEB liability (the TOL), if the valuation date is before the measurement date, the results must be projected forward from the valuation date to the measurement date using standard actuarial roll-forward techniques. For plans that are unfunded or have assets insufficient to cover the projected benefit payments, a discount rate reflecting a 20-year tax-exempt municipal bond yield or index rate must be used. For plans with assets that meet the GASB Statement No. 74 requirements, a projection of the benefit payments and future Fiduciary Net Position (FNP) is performed based on the funding policy and assumptions of the plan, along with the methodology specified in GASB.

GASB No. 74 has an effective date for plan fiscal years beginning after June 15, 2016 and GASB Statement No. 75 will be effective for employer fiscal years beginning after June 15, 2017. The District first recognized GASB No. 74 and GASB No. 75 in their financial statements for fiscal year 2017-18.

## **Risk Management**

The District contracted with Northern Orange County Liability and Property Self-Insurance Authority, a joint powers authority, ("NOC JPA"), for property and liability insurance coverage. The NOC JPA provides through a primary joint powers authority (SoCal RELIEF) the first \$1,000,000 of liability coverage, with an additional \$24,000,000 of coverage provided through reinsurers. The NOC JPA provides through a primary joint powers authority (SoCal RELIEF) the first \$250,000 of property coverage, with \$249,750,000 of additional coverage provided by excess insurance. The property and liability coverage deductible for the District is \$2,500.

The District is also a member of the NOC JPA for Self-Funded Workers' Compensation Agency. The NOC JPA participates in the Protected Insurance Program for Schools (PIPS) which provides first dollar coverage provided by reinsurance carriers with a limit of \$150,000,000 per occurrence.

There are minimal claims pending with respect to District employees. In the opinion of the District, the related liability, if any, stemming from these claims will not materially affect the financial condition of the District. Settled claims have not exceeded available insurance coverages in the past three

fiscal years. Based upon prior claims experience, the District believes that it has adequate insurance coverage. For more information, see “APPENDIX B – 2019-20 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note [ ]” and “– Note [ ]” attached hereto.

## District Debt Structure

**Long-Term Debt.** A schedule of changes in long-term debt for the year ended June 30, 2020 is shown below:

	<u>Balance July 1, 2019</u>	<u>Additions</u>	<u>Accretion</u>	<u>Deletions</u>	<u>Balance June 30, 2020</u>
General Obligation Bonds					
Premium on issuance					
Capital leases					
Compensated absences					
Net OPEB Obligation					

Source: La Habra City School District.

**General Obligation Bonds.** The District has outstanding general obligation bonds issued pursuant to a voter-approved authorization, as well as one series of general obligation refunding bonds to refinance portions thereof. The following table shows the currently outstanding prior bond issuances of the District (not including the Bonds).

### OUTSTANDING GENERAL OBLIGATION BONDS La Habra City School District

<u>Bond Issuance</u>	<u>Initial Principal Amount</u>	<u>Principal Currently Outstanding<sup>(1)</sup></u>	<u>Date of Delivery</u>
Election of 2000 General Obligation Bonds, Series A	\$11,046,713.00		September 28, 2000
Election of 2000 General Obligation Bonds, Series 2001A	2,267,884.00		November 29, 2001
Election of 2000 General Obligation Bonds, Series 2002A	2,684,699.00		September 5, 2002
Election of 2012 General Obligation Bonds, 2012 Series A	6,495,425.00		December 27, 2012
Election of 2012 General Obligation Bonds, 2015 Series B	3,700,000.00		March 24, 2015
2015 General Obligation Refunding Bonds	5,135,000.00		May 5, 2015
Election of 2012 General Obligation Bonds, 2017 Series C	3,740,000.00		March 30, 2017
Election of 2012 General Obligation Bonds, 2017 Series D	5,205,000.00		November 8, 2018
General Obligation Refunding Bonds, 2019 Series A	6,505,000.00		October 15, 2019

<sup>(1)</sup> As of \_\_\_\_\_, 2021.

The table on the following page shows the combined debt service schedule with respect to the total outstanding general obligation debt of the District, including the Bonds (and assuming no optional redemptions).

**ANNUAL DEBT SERVICE\***  
**General Obligation Bonds**  
**La Habra City School District**

<b>Year Ending (August 1)</b>	<b>2000 Series A Bonds</b>	<b>2000 Series 2001A Bonds</b>	<b>2000 Series 2002A Bonds</b>	<b>2012 Series A Bonds</b>	<b>2015 Series B Bonds</b>	<b>2015 Refunding Bonds</b>	<b>2017 Series C Bonds</b>	<b>2017 Series D Bonds</b>	<b>2019 Series A Refunding Bonds</b>	<b><u>The Bonds</u></b>	<b>Total Annual Debt Service</b>
2021											
2022											
2023											
2024											
2025											
2026											
2027											
2028											
2029											
2030											
2031											
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2037											
2038											
2039											
2040											
2041											
2042											
2043											
2044											
2045											
2046											
2047											
Total											

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\* Preliminary, subject to change.



## **TAX MATTERS**

In the opinion of Bond Counsel, under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest on the Bonds is excluded from gross income for federal income tax purposes, and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest on the Bonds is exempt from State personal income tax.

The excess of the stated redemption price at maturity of a Bond over the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bond Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by the Bond Owner will increase the Bond Owner's basis in the applicable Bond. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the owner of the Bond is excluded from gross income of such owner for federal income tax purposes and is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the Bond Owner of the Bonds is exempt from State personal income tax.

Bond Counsel's opinion as to the exclusion from gross income for federal income tax purposes of interest (and original issue discount) on the Bonds is based upon certain representations of fact and certifications made by the District and others and is subject to the condition that the District complies with all requirements of the Internal Revenue Code of 1986, as amended (the "Code"), that must be satisfied subsequent to the issuance of the Bonds to assure that interest (and original issue discount) on the Bonds will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause the interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

The amount by which a Bond Owner's original basis for determining gain or loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Code; such amortizable Bond premium reduces the Bond Owner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bond Owner realizing a taxable gain when a Bond is sold by the Owner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Owner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable bond premium.

The Internal Revenue Service (the "IRS") has initiated an expanded program for the auditing of tax-exempt bond issues, including both random and targeted audits. It is possible that the Bonds will be selected for audit by the IRS. It is also possible that the market value of the Bonds might be affected as a result of such an audit of the Bonds (or by an audit of similar bonds). No assurance can be given that in the course of an audit, as a result of an audit, or otherwise, Congress or the IRS might not change the Code (or interpretation thereof) subsequent to the issuance of the Bonds to the extent that it adversely affects the exclusion from gross income of interest (and original issue discount) on the Bonds or their market value.

SUBSEQUENT TO THE ISSUANCE OF THE BONDS THERE MIGHT BE FEDERAL, STATE, OR LOCAL STATUTORY CHANGES (OR JUDICIAL OR REGULATORY CHANGES TO OR INTERPRETATIONS OF FEDERAL, STATE, OR LOCAL LAW) THAT AFFECT THE FEDERAL, STATE, OR LOCAL TAX TREATMENT OF THE BONDS OR THE MARKET VALUE OF THE BONDS. PROPOSED LEGISLATIVE CHANGES OR OTHER CHANGES WHICH MIGHT BE INTRODUCED IN CONGRESS COULD ADVERSELY AFFECT THE MARKET VALUE OR LIQUIDITY OF THE BONDS. IT IS POSSIBLE THAT LEGISLATIVE CHANGES WILL BE INTRODUCED, WHICH, IF ENACTED, WOULD RESULT IN ADDITIONAL FEDERAL INCOME OR STATE TAX BEING IMPOSED ON OWNERS OF TAX-EXEMPT STATE OR LOCAL OBLIGATIONS, SUCH AS THE BONDS. NO ASSURANCE CAN BE GIVEN THAT SUBSEQUENT TO THE ISSUANCE OF THE BONDS STATUTORY CHANGES WILL NOT BE INTRODUCED OR ENACTED OR JUDICIAL OR REGULATORY INTERPRETATIONS WILL NOT OCCUR HAVING THE EFFECTS DESCRIBED ABOVE. BEFORE PURCHASING ANY OF THE BONDS, ALL POTENTIAL PURCHASERS SHOULD CONSULT THEIR TAX ADVISORS REGARDING POSSIBLE STATUTORY CHANGES OR JUDICIAL OR REGULATORY CHANGES OR INTERPRETATIONS, AND THEIR COLLATERAL TAX CONSEQUENCES RELATING TO THE BONDS.

Bond Counsel's opinions may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. Bond Counsel has not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of bond counsel is provided with respect thereto. Bond Counsel expresses no opinion as to the effect on the exclusion from gross income for federal income tax purposes of interest (or original issue discount) on any Bond if any such action is taken or omitted based upon the advice of counsel other than Bond Counsel.

Although Bond Counsel will render an opinion that interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes provided that the District continues to comply with certain requirements of the Code, the ownership of the Bonds and the accrual or receipt of interest (and original issue discount) with respect to the Bonds may otherwise affect the tax liability of certain persons. Bond Counsel expresses no opinion regarding any such tax consequences. Accordingly, before purchasing any of the Bonds, all potential purchasers should consult their tax advisors with respect to collateral tax consequences relating to the Bonds.

The proposed form of the opinion of Bond Counsel for the Bonds is attached hereto as APPENDIX A.

### **LIMITATION ON REMEDIES; BANKRUPTCY**

**General.** State law contains certain safeguards to protect the financial solvency of school districts. See "DISTRICT FINANCIAL INFORMATION – Budget Process" herein. If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent, operating through an administrator appointed thereby, may be authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "Bankruptcy Code") on behalf of the school district for the adjustment of its debts, assuming that the school district meets certain other requirements contained in the Bankruptcy Code necessary for filing such a petition. School districts are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the automatic stay provisions of Bankruptcy Code Sections 362 and 922 generally would prohibit creditors

from taking any action to collect amounts due from the District or to enforce any obligation of the District related to such amounts due, without consent of the District or authorization of the bankruptcy court (although such stays would not operate to block creditor application of pledged special revenues to payment of indebtedness secured by such revenues). In addition, as part of its plan of adjustment in a Chapter 9 bankruptcy case, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

**Statutory Lien.** Pursuant to Government Code Section 53515, the Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax, and such lien automatically arises, without the need for any action or authorization by the District or its Board, and is valid and binding from the time the Bonds are executed and delivered. See “THE BONDS – Security and Sources of Payment” herein. Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Bonds during the pendency of the Chapter 9 proceeding could be delayed, unless the Bonds are determined to be secured by a pledge of “special revenues” within the meaning of the Bankruptcy Code and the pledged *ad valorem* property taxes are applied to pay the Bonds in a manner consistent with the Bankruptcy Code.

**Special Revenues.** If the *ad valorem* property tax revenues that are pledged to the payment of the Bonds are determined to be “special revenues” within the meaning of the Bankruptcy Code, then the application in a manner consistent with the Bankruptcy Code of the pledged *ad valorem* property tax revenues should not be subject to the automatic stay. “Special revenues” are defined to include, among others, taxes specifically levied to finance one or more projects or systems of the debtor, but excluding receipts from general property, sales, or income taxes levied to finance the general purposes of the debtor. State law prohibits the use of the tax proceeds for any purpose other than payment of the Bonds and the Bond proceeds can only be used to finance or refinance the acquisition or improvement of real property and other capital expenditures included in the proposition, so such tax revenues appear to fit the definition of special revenues. However, there is no binding judicial precedent dealing with the treatment in bankruptcy proceedings of *ad valorem* property tax revenues collected for the payments of general obligation bonds in the State, so no assurance can be given that a bankruptcy court would not hold otherwise.

**Possession of Tax Revenues; Remedies.** The County on behalf of the District is expected to be in possession of the annual *ad valorem* property taxes and certain funds to repay the Bonds and may invest these funds in the County investment pool, as described in “THE BONDS – Application and Investment of Bond Proceeds” herein and “APPENDIX G – ORANGE COUNTY INVESTMENT POOL” attached hereto. If the County goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County does not voluntarily pay such tax revenues to the owners of the Bonds, it is not entirely clear what procedures the owners of the Bonds would have to follow to attempt to obtain possession of such tax revenues, how much time it would take for such procedures to be completed, or whether such procedures would ultimately be successful. Further, should those investments suffer any losses, there may be delays or reductions in payments on the Bonds.

***Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor's Rights.*** The proposed form of the approving opinion of Bond Counsel attached hereto as APPENDIX A is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor's rights. Bankruptcy proceedings, if initiated, could subject the owners of the Bonds to judicial discretion and interpretation of their rights in bankruptcy or otherwise, and consequently may entail risks of delay, limitation, or modification of their rights.

## **LEGAL MATTERS**

### **Legality for Investment in California**

Under provisions of the Financial Code, the Bonds are legal investments for commercial banks in the State to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and under provisions of the Government Code, are eligible for security for deposits of public moneys in the State.

### **Continuing Disclosure**

***Current Undertaking.*** In connection with the issuance of the Bonds, the District has covenanted for the benefit of Owners and Beneficial Owners of the Bonds to provide certain financial information and operating data relating to the District (the "Annual Reports") by not later than March 31 each year, commencing with the report for the 2020-21 fiscal year (which is due not later than March 31, 2022), and to provide notices of the occurrence of certain enumerated events. The Annual Reports and notices of material events will be filed by the District in accordance with the requirements of the Rule. The specific nature of the information to be contained in the Annual Reports or the notices of material events is included in "APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS" attached hereto. These covenants have been made in order to assist the Underwriter in complying with the Rule.

***Previous Undertakings. [To Come]***

### **Absence of Material Litigation**

No litigation is pending or threatened concerning the validity of the Bonds, and a certificate to that effect will be furnished to purchasers at the time of the original delivery of the Bonds. The District is not aware of any litigation pending or threatened questioning the political existence of the District or contesting the District's ability to receive *ad valorem* property taxes or to collect other revenues or contesting the District's ability to issue and retire the Bonds.

### **Information Reporting Requirements**

On May 17, 2006, the President signed the Tax Increase Prevention and Reconciliation Act of 2005 ("TIPRA"). Under Section 6049 of the Code, as amended by TIPRA, interest paid on tax-exempt obligations is subject to information reporting in a manner similar to interest paid on taxable obligations. The effective date of this provision is for interest paid after December 31, 2005, regardless of when the tax-exempt obligations were issued. The purpose of this change was to assist in relevant information gathering for the IRS relating to other applicable tax provisions. TIPRA provides that backup withholding may apply to such interest payments made after March 31, 2007 to any bondholder who fails to file an accurate Form W-9 or who meets certain other criteria. The information reporting and backup withholding requirements of TIPRA do not affect the excludability of such interest from gross income for federal income tax purposes.

## **Legal Opinion**

The validity of the Bonds and certain other legal matters are subject to the approving opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, as Bond Counsel. A copy of the proposed form of such legal opinion is attached to this Official Statement as APPENDIX A.

## **MISCELLANEOUS**

### **Rating**

The Bonds have been assigned a rating of “\_\_\_” by Moody’s. The rating reflects only the view of the rating agency, and any explanation of the significance of such rating should be obtained from the rating agency at the following address: Moody’s Investors Service, 7 World Trade Center at 250 Greenwich Street, New York, NY 10007. There is no assurance that the rating will be retained for any given period of time or that the same will not be revised downward or withdrawn entirely by the rating agency if, in the judgment of the rating agency, circumstances so warrant. The District undertakes no responsibility to oppose any such revision or withdrawal. Any such downward revision or withdrawal of the rating obtained may have an adverse effect on the market price of the Bonds.

Generally, rating agencies base their ratings on information and materials furnished to them (which may include information and material from the District which is not included in this Official Statement), and on independent investigations, studies and assumptions by such rating agencies.

The District has covenanted in a Continuing Disclosure Certificate to file notices of any rating changes on the Bonds on EMMA. See “LEGAL MATTERS – Continuing Disclosure” herein and “APPENDIX C – FORM OF CONTINUING DISCLOSURE” attached hereto. Notwithstanding such covenant, information relating to rating changes on the Bonds may be publicly available from the rating agency prior to such information being provided to the District and prior to the date the District is obligated to file a notice of rating change on EMMA. Purchasers of the Bonds are directed to the rating agency and its respective websites and official media outlets for the most current rating changes with respect to the Bonds after the initial issuance of the Bonds.

### **Financial Statements**

The financial statements with supplemental information for the year ended June 30, 2020, the independent auditor’s report of the District, and the related statements of activities and of cash flows for the year then ended, and the report of [\_\_\_\_\_] (the “Auditor”) dated \_\_\_\_\_, 20[\_\_\_], are included in this Official Statement as APPENDIX B. In connection with the inclusion of the financial statements and the report of the Auditor herein, the District did not request the Auditor to, and the Auditor has not undertaken to, update its report or to take any action intended or likely to elicit information concerning the accuracy, completeness or fairness of the statements made in this Official Statement, and no opinion is expressed by the Auditor with respect to any event subsequent to the date of its report.

### **Underwriting**

Pursuant to the terms of a Notice Inviting Proposals for Purchase of Bonds (the “Notice Inviting Proposals”), the Bonds were awarded to \_\_\_\_\_, as underwriter therefor (the “Underwriter”), at a True Interest Cost of \_\_\_\_%. The Underwriter will purchase all of the Bonds for a purchase price of \$\_\_\_\_\_ (which is equal to the principal amount of the Bonds of \$\_\_\_\_\_, [plus/less] original issue [net] [premium/discount] of \$\_\_\_\_\_, and less \$\_\_\_\_\_ of underwriting discount).

The Notice Inviting Proposals provides that the Underwriter will purchase all of the Bonds, if any are purchased. The initial offering prices stated on the inside cover of this Official Statement may be changed from time to time by the Underwriter. The Underwriter may offer and sell Bonds to certain dealers and others at prices lower than such initial offering prices.

#### **Additional Information**

The purpose of this Official Statement is to supply information to prospective buyers of the Bonds. Quotations from and summaries and explanations of the Bonds, the Resolution providing for issuance of the Bonds, and the constitutional provisions, statutes and other documents referenced herein, do not purport to be complete, and reference is made to said documents, constitutional provisions and statutes for full and complete statements of their provisions.

Some of the data contained herein has been taken or constructed from District records. Appropriate District officials, acting in their official capacities, have reviewed this Official Statement and have determined that, as of the date hereof, the information contained herein is, to the best of their knowledge and belief, true and correct in all material respects and does not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made herein, in light of the circumstances under which they were made, not misleading.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended only as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or Owners, beneficial or otherwise, of any of the Bonds. This Official Statement and the delivery thereof have been duly approved and authorized by the District.

#### **LA HABRA CITY SCHOOL DISTRICT**

By \_\_\_\_\_  
Joanne Culverhouse, Ed.D.  
Superintendent

## APPENDIX A

### FORM OF OPINION OF BOND COUNSEL FOR THE BONDS

*Upon issuance and delivery of the Bonds, Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, proposes to render its final approving opinion with respect to the Bonds in substantially in the following form:*

\_\_\_\_\_, 2021

Board of Education  
La Habra City School District

Members of the Board of Education:

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of \$\_\_\_\_\_ La Habra City School District (Orange County, California) Election of 2012 General Obligation Bonds, Series E (the “Bonds”). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, a 55% vote of the qualified electors of the La Habra City School District (the “District”) voting at an election held on November 6, 2012, and a resolution of the Board of Education of the District (the “Resolution”).
2. The Bonds constitute valid and binding general obligations of the District, payable as to both principal and interest from the proceeds of a levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.
3. Under existing statutes, regulations, rulings and judicial decisions, interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals.
4. Interest on the Bonds is exempt from State of California personal income tax.
5. The excess of the stated redemption price at maturity of a Bond over the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bondowner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by a Bondowner will increase the Bondowner’s basis in the applicable Bond. Original issue discount that accrues to the Bondowner is excluded from the gross income of such owner for federal income tax purposes, is not an item of tax preference for purposes of the federal

alternative minimum tax imposed on individuals, and is exempt from State of California personal income tax.

6. The amount by which a Bondowner's original basis for determining gain or loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Internal Revenue Code of 1986, as amended (the "Code"); such amortizable Bond premium reduces the Bondowner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bondowner realizing a taxable gain when a Bond is sold by the Bondowner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Bondowner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest (and original issue discount) for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Bonds.

The opinions expressed herein as to the exclusion from gross income of interest (and original issue discount) on the Bonds are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that such interest (and original issue discount) will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Bonds there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Bonds or the market value of the Bonds. No assurance can be given that subsequent to the issuance of the Bonds such changes or interpretations will not occur.

The rights of the owners of the Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against public agencies in the State of California.

Respectfully submitted,



**APPENDIX B**

**2019-20 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT**

## APPENDIX C

### FORM OF CONTINUING DISCLOSURE CERTIFICATE

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by the La Habra City School District (the “District”) in connection with the issuance of \$ \_\_\_\_\_ of the District’s Election of 2012 General Obligation Bonds, Series E (the “Bonds”). The Bonds are being issued pursuant to a Resolution of the District adopted on February 11, 2021 (the “Resolution”). The District covenants and agrees as follows:

**SECTION 1. Purpose of the Disclosure Certificate.** This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriter in complying with S.E.C. Rule 15c2-12(b)(5).

**SECTION 2. Definitions.** In addition to the definitions set forth in the Resolution, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bonds for federal income tax purposes.

“Dissemination Agent” shall mean initially the District, or any successor Dissemination Agent designated in writing by the District (which may be the District) and which has filed with the District a written acceptance of such designation.

“Financial Obligation” shall mean: (a) a debt obligation; (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) a guarantee of (a) or (b). The term “Financial Obligation” does not include municipal securities as to which a final official statement has been provided to the Repository consistent with the Rule.

“Holders” shall mean the registered owners of the Bonds.

“Listed Events” shall mean any of the events listed in Sections 5(a) or (b) of this Disclosure Certificate.

“Official Statement” means that certain official statement dated as of \_\_\_\_\_, 2021 and relating to the offering and sale of the Bonds.

“Participating Underwriter” shall mean the original underwriter of the Bonds required to comply with the Rule in connection with offering of the Bonds.

“Repository” shall mean the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“State” shall mean the State of California.

### SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District’s fiscal year (presently ending June 30), commencing with the report for the 2020-21 Fiscal Year, provide to the Repository an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; *provided* that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(b).

(b) Not later than 30 days (nor more than 60 days) prior to said date the Dissemination Agent shall give notice to the District that the Annual Report shall be required to be filed in accordance with the terms of this Disclosure Certificate. Not later than 15 Business Days prior to said date, the District shall provide the Annual Report in a format suitable for reporting to the Repository to the Dissemination Agent (if other than the District). If the District is unable to provide to the Repository an Annual Report by the date required in subsection (a), the District shall send a notice in a timely manner to the Repository in substantially the form attached as Exhibit A with a copy to the Dissemination Agent. The Dissemination Agent shall not be required to file a Notice to Repository of Failure to File an Annual Report.

(c) The Dissemination Agent shall file a report with the District stating it has filed the Annual Report in accordance with its obligations hereunder, stating the date it was provided to the Repository.

### SECTION 4. Content and Form of Annual Reports.

(a) The District’s Annual Report shall contain or include by reference the following:

1. The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District’s audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

2. Financial information and operating data with respect to the District of the type included in the Official Statement in the following categories (to the extent not included in the District’s audited financial statements):

(a) [The average daily attendance in the District’s schools on an aggregate basis for the preceding fiscal year and for the current budget year;

- (b) aggregate principal amount of short-term borrowings, lease obligations and other long-term borrowings of the District as of the end of the preceding fiscal year;
- (c) the District's total revenue limit for the preceding fiscal year and for the current budget year;
- (d) prior fiscal year total secured property tax levy and collections, showing current collections as a percent of the total levy; and
- (f) current fiscal year assessed valuation of taxable properties in the District, including assessed valuation of the top ten properties.] [Match with earlier series?]

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the Repository or the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. The District shall clearly identify each such other document so included by reference.

(b) The Annual Report shall be filed in an electronic format accompanied by identifying information prescribed by the Municipal Securities Rulemaking Board.

#### SECTION 5. Reporting of Significant Events.

(a) Pursuant to the provisions of this Section 5(a), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds in a timely manner not in excess of 10 business days after the occurrence of the event:

- 1. principal and interest payment delinquencies.
- 2. tender offers.
- 3. defeasances.
- 4. rating changes.
- 5. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability or Notices of Proposed Issue (IRS Form 5701-TEB).
- 6. unscheduled draws on the debt service reserves reflecting financial difficulties.
- 7. unscheduled draws on credit enhancement reflecting financial difficulties.
- 8. substitution of the credit or liquidity providers or their failure to perform.
- 9. bankruptcy, insolvency, receivership or similar event (within the meaning of the Rule) of the District. For the purposes of the event identified in this Section 5(a)(9), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in

possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

10. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

(b) Pursuant to the provisions of this Section 5(b), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material:

1. non-payment related defaults.
2. modifications to rights of Bondholders.
3. optional, contingent or unscheduled bond calls.
4. unless described under Section 5(a)(5) above, material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds.
5. release, substitution or sale of property securing repayment of the Bonds.
6. the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms.
7. appointment of a successor or additional trustee or paying agent with respect to the Bonds or the change of name of such a trustee or paying agent.
8. incurrence of a Financial Obligation of the District, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect Bondowners.

(c) Whenever the District obtains knowledge of the occurrence of a Listed Event under Section 5(b) hereof, the District shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the District determines that knowledge of the occurrence of a Listed Event under Section 5(b) hereof would be material under applicable federal securities laws, the District shall (i) file a notice of such occurrence with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event or (ii) provide notice of such reportable event to the Dissemination Agent in format suitable for filing with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event. The Dissemination Agent shall have no duty to independently prepare or file any report of Listed Events. The Dissemination Agent may conclusively rely on the District's determination of materiality pursuant to Section 5(c).

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(a) or Section 5(b), as applicable.

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent (or substitute Dissemination Agent) to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent may resign upon 15 days written notice to the District. Upon such resignation, the District shall act as its own Dissemination Agent until it appoints a successor. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate and shall not be responsible to verify the accuracy, completeness or materiality of any continuing disclosure information provided by the District. The District shall compensate the Dissemination Agent for its fees and expenses hereunder as agreed by the parties. Any entity succeeding to all or substantially all of the Dissemination Agent's corporate trust business shall be the successor Dissemination Agent without the execution or filing of any paper or further act.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

(a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted;

(b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances;

(c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds; and

(d) No duties of the Dissemination Agent hereunder shall be amended without its written consent thereto.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(b), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate. The Dissemination Agent acts hereunder solely for the benefit of the District; this Disclosure Certificate shall confer no duties on the Dissemination Agent to the Participating Underwriter, the Holders and the Beneficial Owners. The District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorneys fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds. The Dissemination Agent shall have no liability for the failure to report any event or any financial information as to which the District has not provided an information report in format suitable for filing with the Repository. The Dissemination Agent shall not be required to monitor or enforce the District's duty to comply with its continuing disclosure requirements hereunder.

SECTION 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Dated: \_\_\_\_\_, 2021

LA HABRA CITY SCHOOL DISTRICT

By \_\_\_\_\_  
Chief Business Official

**EXHIBIT A**

**NOTICE TO REPOSITORY OF FAILURE TO FILE ANNUAL REPORT**

Name of District: LA HABRA CITY SCHOOL DISTRICT

Name of Bond Issue: Election of 2012 General Obligation Bonds, Series E

Date of Issuance: \_\_\_\_\_, 2021

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by the Continuing Disclosure Certificate relating to the Bonds. The District anticipates that the Annual Report will be filed by \_\_\_\_\_.

Dated: \_\_\_\_\_

LA HABRA CITY SCHOOL DISTRICT

By \_\_\_\_\_ [form only; no signature required]



## APPENDIX D

### BOOK-ENTRY ONLY SYSTEM

*The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District, the Municipal Advisor and the Underwriter take no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, DTC Direct Participants or Indirect Participants (as defined herein) will distribute to the Beneficial Owners (a) payments of interest, principal or premium, if any, with respect to the Bonds, (b) certificates representing ownership interest in or other confirmation or ownership interest in the Bonds, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered owner of the Bonds, or that they will do so on a timely basis or that DTC, Direct Participants or Indirect Participants will act in the manner described in this Official Statement. The current "Rules" applicable to DTC are on file with the Securities and Exchange Commission and the current "Procedures" of DTC to be followed in dealing with the Participants are on file with DTC.*

The Depository Trust Company ("DTC"), New York, NY, will act as securities depository for the Bonds. The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Bond certificate will be issued for each maturity of the Bonds, each in the aggregate principal amount of such maturity, and will be deposited with DTC.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at [www.dtcc.com](http://www.dtcc.com). However, the information presented on such website is not incorporated herein by any reference to such website.

Purchases of Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC's records. The ownership interest of each actual purchaser of each Bond ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the

Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in the Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Bonds, such as redemptions, tenders, defaults, and proposed amendments to the Resolution. For example, Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to the Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the District as soon as possible after the Record Date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds and distributions on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the District or the Paying Agent, on the payable date in accordance with their respective holdings shown on DTC's records. Payments by the Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds or distributions to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the District or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Bonds at any time by giving reasonable notice to the District or the Paying Agent. Under such circumstances, in the event

that a successor depository is not obtained, Bond certificates are required to be printed and delivered. The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy thereof.

## APPENDIX E

### GENERAL ECONOMY AND DEMOGRAPHICS INFORMATION FOR THE CITIES OF LA HABRA, FULLERTON, BREA AND FOR ORANGE COUNTY

*The following information regarding the City of La Habra ("La Habra"), the City of Fullerton ("Fullerton", and the City of Brea ("Brea," and together with La Habra and Fullerton, the "Cities"), and Orange County (the "County") is included only for the purpose of supplying general information regarding the local community and economy. The Bonds are not a debt of the Cities or of the County. This material has been prepared by or excerpted from the sources as noted herein and has not been independently verified by the District, the Underwriter, the municipal advisor, Bond Counsel, or Disclosure Counsel.*

#### **General**

**City of La Habra.** Located at Orange County's northernmost corner, La Habra is a quiet residential community located within an hour's drive of many beach, mountain, and desert recreation areas. La Habra also offers programs of civic, recreational, social and cultural services to its residents, including 20 parks, a Children's Museum, Community Theater, Tennis Center, and diverse Community Center. La Habra was founded in 1896 and was incorporated on January 20, 1925. The City of La Habra is a General Law city with a Council-Manager form of government. The five-member City Council is elected on an at-large basis to 4-year terms and appoints the City Manager to implement the Council's direction and policy and oversees the day-to-day operations of the City.

**City of Fullerton.** Founded in 1887 and incorporated in 1904, Fullerton is located in northwestern Orange County, approximately 25 miles southeast of downtown Los Angeles. Fullerton is ideally located for transportation, bounded by three major highways and located 15 miles northwest of John Wayne Airport. The City is home to award-winning elementary and secondary school systems, plus five universities and colleges, including California State University. Fullerton's offerings include the Fullerton Museum Center, the Muckenthaler Cultural Center, the Fullerton Arboretum and more than 40 parks, plus recreation and equestrian trails. The City operates as a General Law city governed by a five-member City Council elected at large to serve staggered four-year terms elected by district.

**City of Brea.** Brea is located in the foothills at the northern tip of Orange County. The City was known as a place where tar seeped from the hills. The word "Brea" means tar in Spanish. The City began as a center of crude oil production, was later propelled by citrus production, and is now an important retail center. Brea is governed by a council-manager system. Incorporated in 1917, Brea is governed by a five-member City Council elected from the city at-large to serve one four-year term. Elections are held every two years to fill alternately two and three seats. Each year, the council elects one of its members to serve a one-year term as mayor.

**Orange County.** Located in Southern California, Orange County was incorporated in 1889 and is one of the major metropolitan areas in the state. It ranks sixth most populous in the nation. The economy of the county not only out-performs local surrounding counties, the state and national economies in annual percentage growth, but also currently ranks higher in absolute growth rate dollars than the economies of the majority of the world's countries. It is a charter county with an electoral process to fill mid-term vacancies on the five-member elected Board of Supervisors, who each serve four-year terms.

## Population

The following table shows historical population figures for the Cities, the County and the State for the past 10 years of data that is currently available.

**POPULATION ESTIMATES**  
**2011 through 2020**  
**City of La Habra, City of Fullerton, City of Brea, Orange County and the State of California**

<u>Year</u>	<u>City of La Habra</u>	<u>City of Fullerton</u>	<u>City of Brea</u>	<u>Orange County</u>	<u>State of California</u>
2011	60,568	135,874	40,060	3,036,412	37,561,624
2012	61,222	135,874	40,060	3,036,412	37,924,661
2013	61,695	135,874	40,060	3,036,412	38,269,864
2014	61,993	135,874	40,060	3,036,412	38,556,731
2015	62,147	135,874	40,060	3,036,412	38,870,150
2016	62,254	135,874	40,060	3,036,412	39,131,307
2017	62,318	135,874	40,060	3,036,412	39,398,702
2018	62,486	135,874	40,060	3,036,412	39,586,646
2019	63,319	135,874	40,060	3,036,412	39,695,376
2020	63,371	135,874	40,060	3,036,412	39,782,870

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*Source: 2011-2019 (2010 Census Benchmark) California Department of Finance as of January 1, 2020.*

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## Personal Income

The following table shows the per capita personal income for the County, the State and the United States for the past 10 years of data that is currently available.

**PER CAPITA PERSONAL INCOME**  
**2010 through 2019**  
**Orange County, State of California, and United States**

<u>Year</u>	<u>Orange County</u>	<u>State of California</u>	<u>United States</u>
2010	\$49,796	\$43,636	\$40,547
2011	51,522	46,175	42,739
2012	55,391	48,813	44,605
2013	54,765	49,303	44,860
2014	57,234	52,363	47,071
2015	61,322	55,833	49,019
2016	63,439	58,048	50,015
2017	66,044	60,549	52,118
2018	68,917	63,720	54,606
2019	71,711	66,619	56,490

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Note: Per capita personal income is the total personal income divided by the total mid-year population estimates of the U.S. Bureau of the Census. All dollar estimates are in current dollars (not adjusted for inflation). Last updated September 24, 2020.

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

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## Principal Employers

The following tables show the principal employers in the Cities and the County by number of employees.

### PRINCIPAL EMPLOYERS 2019 City of La Habra

<u>Employer Name</u>	<u>Industry</u>	<u>Number of Employees</u>
CVS Pharmacy	Retail Services	958
Wal-Mart/Sams Stores Inc.	Retail Services	745
The Gary Center	Health Services	673
City of La Habra	Public Administration	396
Costco	Retail Services	318
Northgate Market	Retail Grocery	207
Home Depot	Retail Services	180
Target Stores	Retail Services	157
Horizon Lighting Inc.	Electrical Services	147
Payne's Janitorial Services	Janitorial Services	134

Source: City of La Habra, Comprehensive Annual Financial Report, Year Ended June 30, 2019.

### PRINCIPAL EMPLOYERS 2019 City of Fullerton

<u>Employer Name</u>	<u>Industry</u>	<u>Number of Employees</u>
California State University, Fullerton	Education	3,450
St. Jude Medical Center	Health Services	2,153
Raytheon Systems Co.	Defense Systems and Equipment	1,320
City of Fullerton	Public Administration	709
Arconic Fastening Systems	Navigation and Nautical Systems	680
St. Jude Heritage Health	Health Services	604
Kimberly-Clark	Paper Products	440
Vista Paint Corporation	Paint, Glass and Wallpaper Services	440
Morningside of Fullerton	Health Services	403
Meridian Sports Club	Sports and Recreation Services	345

Source: City of Fullerton, Comprehensive Annual Financial Report, Year Ended June 30, 2019.

**PRINCIPAL EMPLOYERS**  
**2019**  
**City of Brea**

<b><u>Employer Name</u></b>	<b><u>Industry</u></b>	<b><u>Number of Employees</u></b>
Bank of America	Financial Services	3,000
Mercury Insurance Group	Insurance	1,440
Albertson's, Inc.	Education	1,321
Beckman Coulter, Inc.	Medical Equipment	906
Brea Olinda Unified School District	Education	713
Kirkhill - TA Company	Adhesives and Sealants Services	638
Nationwide formerly Veterinary Pet Ins.	Insurance	460
Bristol Industries	Bolt, Screw and Rivet Manufacturing	435
Zodiac Inflight Innovations	Computer Programming Services	390
Peterson Brothers Construction	Construction Services	375

*Source: City of Brea, Comprehensive Annual Financial Report, Year Ended June 30, 2019.*

**PRINCIPAL EMPLOYERS**  
**2019**  
**Orange County**

<b><u>Employer Name</u></b>	<b><u>Industry</u></b>	<b><u>Number of Employees</u></b>
Walt Disney Co.	Amusement and Recreation Services	30,000
University of California, Irvine	Education	23,884
County of Orange	County Government	18,313
St. Joseph Health System	Health Services	14,000
Kaiser Permanente	Insurance	8,178
Albertsons	Retail Grocery	7,670
Target Corporation	Retail Services	6,300
Walmart Inc.	Retail Services	6,200
Hoag Memorial Hospital	Health Services	6,100
Boeing Co.	Aircraft and Parts Manufacturing	6,000

*Source: County of Orange, Comprehensive Annual Financial Report, Year Ended June 30, 2019.*



## Employment

The following table summarizes the labor force, employment and unemployment figures for the past five years of data currently available for the Cities, the County, the State of California and the United States.

### LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT ANNUAL AVERAGES

2015 through 2019<sup>(1)</sup>

City of La Habra, City of Fullerton, City of Brea,  
Orange County, State of California, and United States

<u>Year and Area</u>	<u>Labor Force</u>	<u>Employment</u> <sup>(2)</sup>	<u>Unemployment</u> <sup>(3)</sup>	<u>Unemployment Rate (%)</u>
<b><u>2015</u></b>				
City of La Habra	30,600	29,000	1,600	5.1
City of Fullerton	70,100	66,600	3,600	5.1
City of Brea	21,900	21,000	900	4.3
Orange County	1,584,300	1,513,500	70,800	4.5
State of California	18,828,800	17,660,700	1,168,100	6.2
United States	157,130,000	148,834,000	8,296,000	5.3
<b><u>2016</u></b>				
City of La Habra	30,500	29,200	1,300	4.3
City of Fullerton	70,100	67,300	2,800	4.1
City of Brea	22,400	21,500	900	4.0
Orange County	1,597,300	1,532,700	64,500	4.0
State of California	19,021,200	17,980,100	1,041,100	5.5
United States	159,187,000	151,436,000	7,751,000	4.9
<b><u>2017</u></b>				
City of La Habra	30,800	29,700	1,100	3.6
City of Fullerton	70,100	67,600	2,500	3.6
City of Brea	22,500	21,800	700	3.3
Orange County	1,607,800	1,551,500	56,300	3.5
State of California	19,176,400	18,257,100	919,300	4.8
United States	160,320,000	153,337,000	6,982,000	4.4
<b><u>2018</u></b>				
City of La Habra	31,000	30,000	1,000	3.1
City of Fullerton	70,300	68,100	2,100	3.1
City of Brea	23,200	22,500	700	2.9
Orange County	1,617,900	1,569,800	48,100	3.0
State of California	19,280,080	18,460,700	820,100	4.3
United States	162,075,000	155,761,000	6,314,000	3.9
<b><u>2019</u></b>				
City of La Habra	31,100	30,200	900	2.9
City of Fullerton	70,500	68,500	2,000	2.9
City of Brea	23,200	22,600	600	2.6
Orange County	1,623,400	1,578,300	45,100	2.8
State of California	19,411,600	18,627,400	784,200	4.0
United States	163,539,000	157,538,000	6,001,000	3.7

Note: Data is not seasonally adjusted.

(1) Annual averages, unless otherwise specified.

(2) Includes persons involved in labor-management trade disputes.

(3) The unemployment rate is computed from unrounded data; therefore, it may differ from rates computed from rounded figures in this table.

Source: U.S. Department of Labor – Bureau of Labor Statistics, California Employment Development Department. March 2019 Benchmark.

## Industry

The Cities and the County are included in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (the “MSA”). The distribution of employment in the MSA is presented in the following table for the past five years of data currently available. These figures are multi county-wide statistics and may not necessarily accurately reflect employment trends in the Cities or in the County.

**INDUSTRY EMPLOYMENT & LABOR FORCE ANNUAL AVERAGES**  
**2015 through 2019**  
**San Jose-Sunnyvale-Santa Clara MSA**

<b><u>Category</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>
Total Farm	2,400	2,400	2,100	2,000	1,900
Mining and Logging	400	300	500	500	500
Manufacturing	157,800	158,200	160,700	160,700	159,800
Wholesale Trade	78,900	78,600	79,000	79,800	79,400
Retail Trade	151,600	152,600	153,500	152,600	150,500
Transportation, Warehousing & Utilities	26,900	27,200	28,000	29,200	29,500
Information	24,900	26,000	26,800	26,700	26,100
Financial Activities	116,400	118,000	119,600	118,700	117,400
Professional & Business Services	289,200	299,300	304,400	317,000	328,200
Educational & Health Services	198,900	206,200	215,900	224,700	231,800
Leisure & Hospitality	203,800	212,000	218,100	222,600	228,000
Other Services	48,900	50,500	50,300	51,400	52,000
Government	<u>156,400</u>	<u>159,600</u>	<u>160,200</u>	<u>161,200</u>	<u>162,900</u>
Total, All Industries	<u>1,548,300</u>	<u>1,588,300</u>	<u>1,620,800</u>	<u>1,653,200</u>	<u>1,674,400</u>

Note: May not add to total due to independent rounding.

Source: California Employment Development Department, Labor Market Information Division. March 2019 Benchmark.

## Commercial Activity

Summaries of annual taxable sales data for the past five years of data currently available for the Cities and County are shown in the following tables.

**ANNUAL TAXABLE SALES  
2015 through 2019  
City of La Habra  
(Dollars in Thousands)**

<b><u>Year</u></b>	<b><u>Retail Permits</u></b>	<b><u>Retail and Food Services: Taxable Transactions</u></b>	<b><u>Total Permits</u></b>	<b><u>Total All Outlets: Taxable Transactions</u></b>
2015	961	\$741,781	1,541	\$890,346
2016	998	729,489	1,605	880,098
2017	1,020	751,914	1,628	903,691
2018	1,059	805,373	1,721	951,893
2019	1,092	826,557	1,781	982,118

*Source: Taxable Sales in California, California Department of Tax and Fee Administration ("CDTFA") for 2015-19.*

**ANNUAL TAXABLE SALES  
2015 through 2019  
City of Fullerton  
(Dollars in Thousands)**

<b><u>Year</u></b>	<b><u>Retail Permits</u></b>	<b><u>Retail and Food Services: Taxable Transactions</u></b>	<b><u>Total Permits</u></b>	<b><u>Total All Outlets: Taxable Transactions</u></b>
2015	2,450	\$1,383,710	4,166	\$1,779,283
2016	2,527	1,413,680	4,309	1,820,713
2017	2,539	1,474,911	4,367	1,885,291
2018	2,601	1,532,079	4,558	1,942,587
2019	2,688	1,562,115	4,796	1,999,711

*Source: Taxable Sales in California, California Department of Tax and Fee Administration ("CDTFA") for 2015-19.*

**ANNUAL TAXABLE SALES**  
**2015 through 2019**  
**City of Brea**  
**(Dollars in Thousands)**

<b><u>Year</u></b>	<b><u>Retail Permits</u></b>	<b><u>Retail and Food Services: Taxable Transactions</u></b>	<b><u>Total Permits</u></b>	<b><u>Total All Outlets: Taxable Transactions</u></b>
2015	1,514	\$1,253,706	2,627	\$1,787,851
2016	1,618	1,254,928	2,797	1,781,439
2017	1,640	1,235,803	2,829	1,784,645
2018	1,646	1,353,349	2,904	1,920,721
2019	1,676	1,390,543	3,021	1,985,752

*Source: Taxable Sales in California, California Department of Tax and Fee Administration ("CDTFA") for 2015-19.*

**ANNUAL TAXABLE SALES**  
**2015 through 2019**  
**Orange County**  
**(Dollars in Thousands)**

<b><u>Year</u></b>	<b><u>Retail Permits</u></b>	<b><u>Retail and Food Services: Taxable Transactions</u></b>	<b><u>Total Permits</u></b>	<b><u>Total All Outlets: Taxable Transactions</u></b>
2015	66,830	\$42,148,058	109,426	\$61,916,219
2016	68,338	42,817,111	112,154	63,058,761
2017	68,701	44,264,343	113,180	65,148,058
2018	69,228	46,078,187	117,633	67,468,616
2019	71,305	47,044,198	122,989	69,499,158

*Source: Taxable Sales in California, California Department of Tax and Fee Administration ("CDTFA") for 2015-19.*

## Construction Activity

The annual building permit valuations and number of permits for new dwelling units issued for the past five years of data currently available for the Cities and County are shown in the following tables.

### BUILDING PERMITS AND VALUATIONS 2015 through 2019 City of La Habra (Dollars in Thousands)

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Valuation					
Residential	\$13,923	\$46,370	\$30,679	\$13,845	\$13,200
Non-Residential	<u>17,890</u>	<u>36,519</u>	<u>14,953</u>	<u>5,046</u>	<u>13,546</u>
Total	\$31,813	\$82,889	\$45,632	\$18,891	\$26,746
Units					
Single Family	20	12	111	14	22
Multiple Family	<u>0</u>	<u>335</u>	<u>0</u>	<u>19</u>	<u>8</u>
Total	20	347	111	33	30

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

### BUILDING PERMITS AND VALUATIONS 2015 through 2019 City of Fullerton (Dollars in Thousands)

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Valuation					
Residential	\$57,847	\$23,174	\$33,501	\$17,085	\$37,946
Non-Residential	<u>35,905</u>	<u>32,312</u>	<u>46,190</u>	<u>12,561</u>	<u>17,606</u>
Total	\$93,752	\$55,486	\$79,691	\$29,646	\$55,552
Units					
Single Family	40	26	20	21	17
Multiple Family	<u>331</u>	<u>72</u>	<u>190</u>	<u>57</u>	<u>307</u>
Total	371	98	210	78	324

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

**BUILDING PERMITS AND VALUATIONS**  
**2015 through 2019**  
**City of Brea**  
**(Dollars in Thousands)**

	<u><b>2015</b></u>	<u><b>2016</b></u>	<u><b>2017</b></u>	<u><b>2018</b></u>	<u><b>2019</b></u>
Valuation					
Residential	\$76,890	\$51,613	\$95,197	\$18,959	\$108,454
Non-Residential	<u>77,437</u>	<u>52,968</u>	<u>49,902</u>	<u>46,661</u>	<u>85,220</u>
Total	\$154,327	\$104,581	\$145,099	\$65,620	\$193,674
Units					
Single Family	78	111	118	6	12
Multiple Family	<u>232</u>	<u>44</u>	<u>314</u>	<u>42</u>	<u>689</u>
Total	310	155	432	48	701

Note: Totals may not add to sum due to rounding.  
Source: Construction Industry Research Board.

**BUILDING PERMITS AND VALUATIONS**  
**2015 through 2019**  
**Orange County**  
**(Dollars in Thousands)**

	<u><b>2015</b></u>	<u><b>2016</b></u>	<u><b>2017</b></u>	<u><b>2018</b></u>	<u><b>2019</b></u>
Valuation					
Residential	\$2,826,883	\$3,151,640	\$3,188,601	\$2,750,619	\$2,642,314
Non-Residential	<u>2,203,105</u>	<u>2,495,687</u>	<u>2,090,029</u>	<u>3,532,285</u>	<u>3,152,501</u>
Total	\$5,029,988	\$5,647,327	\$5,278,630	\$6,282,904	\$5,794,815
Units					
Single Family	3,667	4,226	5,097	3,975	3,125
Multi Family	<u>7,230</u>	<u>7,908</u>	<u>5,197</u>	<u>4,130</u>	<u>7,169</u>
Total	10,897	12,134	10,294	8,105	10,294

Note: Totals may not add to sum because of rounding.  
Source: Construction Industry Research Board.

## **APPENDIX F**

### **ORANGE COUNTY EDUCATIONAL INVESTMENT POOL**

*The following information concerning the Orange County Educational Investment Pool (the “Educational Investment Pool”) has been provided by the Treasurer-Tax Collector (the “Treasurer”) specifically for inclusion herein, and has not been confirmed or verified by the District. The District has not made an independent investigation of the investments in the Educational Investment Pool and has made no assessment of the current County investment policy. The value of the various investments in the Educational Investment Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Treasurer, with the consent of the County Board of Supervisors may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Educational Investment Pool will not vary significantly from the values described herein. Finally, the District does not make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date.*

## **APPENDIX G**

### **ORANGE COUNTY INVESTMENT POOL**

*The following information consists of a portion of the most recent monthly report concerning the Educational Investment Pool and the Commingled Investment Pool (collectively, the “Investment Pool”) provided by the Treasurer-Tax Collector (the “Treasurer”). The information in this appendix has not been confirmed or verified by the District. The District has not made an independent investigation of the investments in the Investment Pool and has made no assessment of the current County investment policy. The value of the various investments in the Investment Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Treasurer, with the consent of the County Board of Supervisors, may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Investment Pool will not vary significantly from the values described herein. Finally, the District does not make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date. Additional information regarding the Investment Pool may be obtained from the Treasurer at [http://tax.ocgov.com/tcweb/search\\_page.asp](http://tax.ocgov.com/tcweb/search_page.asp); however, the information presented on such website is not incorporated herein by any reference.*



## La Habra City School District

**To:** Board of Trustees  
**From:** Christeen Betz, Chief Business Official  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** 2019-20 Annual Audit Report

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### **Background:**

Annually the Superintendent or designee shall provide the necessary financial records with the auditor selected by the Governing Board to ensure that the District complies with the Governmental Accounting Standards Board (GASB). Established in 1984, the Governmental Accounting Standards Board (GASB) is the independent, private-sector organization based in Norwalk, Connecticut, that establishes accounting and financial reporting standards for U.S. state and local governments that follow Generally Accepted Accounting Principles (GAAP).

The GASB standards are recognized as authoritative by state and local governments, state Boards of Accountancy, and the American Institute of Certified Public Accountants (AICPA). The GASB develops and issues accounting standards through a transparent and inclusive process intended to promote financial reporting that provides useful information to taxpayers, public officials, investors, and others who use financial reports.

The 2019-20 Annual Audit Report includes an audit of income and expenditures by resource for all funds of the District. The audit also reviews student attendance procedures, associated student body (ASB) processes, and the determination of whether Local Control Funding Formula funds were expended in accordance with the District's local control and accountability plan and/or approved annual update of the plan (Education Code 41020).

### **Rationale:**

The La Habra City School District contracts with Eide Bailly LLP to perform the annual audit as required by the California Department of Education and the following Education Codes (EC).

- A. (EC), Section 8448, requires agencies that contract with the CDE under a direct service agreement to have a single independent financial and compliance audit. Such audits shall include an evaluation of the accounting and control systems of the direct service contractor and of the activities by the contractor.
- B. (EC), Section 33420, requires, as a condition to any contract with a private agency for the provision of educational services, that an audit of state and federal funds be conducted by CDE auditors, a certified public accountant (CPA), or a public accountant (PA) licensed by the California Board of Accountancy (Board).

- C. (EC), Section 41020, requires each county superintendent of schools to provide an audit of all funds under his or her jurisdiction and control, and the governing board of each Local Educational Agency (LEA) to either provide an audit of its books and accounts, including an audit of income and expenditures by source of funds, or make arrangements with the county superintendent of schools having jurisdiction over the LEA to provide for the audit.

**Recommended Action:**

The District recommends the Board of Trustees approve the 2019-20 Annual Audit Report.

**Financial Implications, if any:**

None



Financial Statements  
June 30, 2020

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## Independent Auditor's Report

Governing Board  
La Habra City School District  
La Habra, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of La Habra City School District (the District) as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information La Habra City School District, as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 13, budgetary comparison information on pages 70 through 71, schedule of changes in the District's total OPEB liability and related ratios on page 72, schedule of the District's proportionate share of the net pension liability on page 73, and the schedule of District contributions on page 74, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise La Habra City School District's financial statements. The combining and individual nonmajor fund financial statements, Schedule of Expenditures of Federal Awards as required by the audit requirements of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The combining and individual nonmajor fund financial statements, the schedule of expenditures of federal awards, and the other supplementary information listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, the schedule of expenditures of federal awards, and the other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued a report dated February 5, 2021 on our consideration of La Habra City School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of La Habra City School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering La Habra City School District's internal control over financial reporting and compliance.

*Eide Bailly LLP*

Rancho Cucamonga, California  
February 5, 2021





## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*  
CYNTHIA AGUIRRE, *Clerk/Vice-President*  
OFELIA HANSON, *Member*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

This section of La Habra City School District's (the District) annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2020, with comparative information for the year ending June 30, 2019. Please read it in conjunction with the District's financial statements, which immediately follow this section.

## OVERVIEW OF THE FINANCIAL STATEMENTS

### The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The *Government-Wide Financial Statements* present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities. These statements include all assets of the District (including capital assets), as well as all liabilities (including long-term obligations). Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for each of the two categories of activities: governmental and fiduciary.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.
- The *Fiduciary Funds* are prepared using the economic resources measurement focus and the accrual basis of accounting.

*Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements* is provided to explain the differences created by the integrated approach.

The Primary unit of the government is the La Habra City School District.

## REPORTING THE DISTRICT AS A WHOLE

### The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets and liabilities of the District using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position will serve as a useful indicator of whether the financial position of the District is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

The relationship between revenues and expenses is the District's *operating results*. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we present the District activities as follows:

**Governmental Activities** - All of the District's services are reported in this category. This includes the education of transitional kindergarten through grade eight students, the operation of child development activities, and the ongoing effort to improve and maintain buildings and sites. Property taxes, user fees, interest income, Federal, State, and local grants, as well as proceeds from the general obligation bonds, finance these activities.

## REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

### Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

**Governmental Funds** - Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

## THE DISTRICT AS A TRUSTEE

### Reporting the District's Fiduciary Responsibilities

The District is the trustee, or *fiduciary*, for funds held on behalf of others, like our funds for associated student body activities. The District's fiduciary activities are reported in the *Statement of Fiduciary Net Position*. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

## THE DISTRICT AS A WHOLE

### Net Position

The District's net position was \$(35,904,006) for the fiscal year ended June 30, 2020. Of this amount, \$(60,586,807) was unrestricted deficit. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the governing board's ability to use those net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of the District's governmental activities.

**Table 1**

	Governmental Activities	
	2020	2019
<b>Assets</b>		
Current and other assets	\$ 18,848,130	\$ 22,841,957
Capital assets	43,377,349	42,241,334
Total assets	62,225,479	65,083,291
Deferred outflows of resources	20,505,060	20,929,623
<b>Liabilities</b>		
Current liabilities	2,915,573	3,666,610
Long-term liabilities	109,779,573	106,746,553
Total liabilities	112,695,146	110,413,163
Deferred inflows of resources	5,939,399	5,694,226
<b>Net Position</b>		
Net investment in capital assets	18,644,763	20,933,114
Restricted	6,038,038	5,288,141
Unrestricted (deficit)	(60,586,807)	(56,315,730)
Total net position (deficit)	\$ (35,904,006)	\$ (30,094,475)

The \$(60,586,807) in unrestricted deficit net position of governmental activities represents the accumulated results of all past years' operations.

### Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities on page 15. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

**Table 2**

	Governmental Activities	
	2020	2019
Revenues		
Program revenues		
Charges for services	\$ 408,999	\$ 663,414
Operating grants and contributions	13,038,723	12,317,740
General revenues		
Federal and State aid not restricted	29,331,811	28,486,033
Property taxes	22,316,977	21,607,579
Other general revenues	960,625	2,907,531
Total revenues	<u>66,057,135</u>	<u>65,982,297</u>
Expenses		
Instruction-related	49,339,457	48,496,544
Pupil services	8,139,110	8,071,178
Administration	3,977,831	3,676,793
Plant services	5,538,919	5,363,288
Other	4,871,349	4,606,722
Total expenses	<u>71,866,666</u>	<u>70,214,525</u>
Change in net position	<u>\$ (5,809,531)</u>	<u>\$ (4,232,228)</u>

### Governmental Activities

As reported in the *Statement of Activities* on page 15, the cost of all of our governmental activities this year was \$71,866,666. However, the amount that our taxpayers ultimately financed for these activities through local taxes was only \$22,316,977 because the cost was paid by those who benefited from the programs (\$408,999) or by other governments and organizations who subsidized certain programs with grants and contributions (\$13,038,723). We paid for the remaining "public benefit" portion of our governmental activities with \$30,292,436 in State unrestricted funds, and with other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of the District's largest functions: instruction and related services, including special instruction programs and other instructional programs, home-to-school transportation, other pupil services, administration, plant services, and all other services. As discussed above, net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

**Table 3**

	Total Cost of Services		Net Cost of Services	
	2020	2019	2020	2019
Instruction	\$ 49,339,457	\$ 48,496,544	\$ (40,900,815)	\$ (40,913,799)
Pupil services	8,139,110	8,071,178	(4,143,889)	(3,940,115)
Administration	3,977,831	3,676,793	(3,695,281)	(3,425,489)
Plant services	5,538,919	5,363,288	(5,512,372)	(5,355,167)
All other services	4,871,349	4,606,722	(4,166,587)	(3,598,801)
Total	<u>\$ 71,866,666</u>	<u>\$ 70,214,525</u>	<u>\$ (58,418,944)</u>	<u>\$ (57,233,371)</u>

The factors for increased expenditures are due to an enhancement to the ongoing services as outlined in the 2019-2020 Local Control Accountability Plan (LCAP). Ongoing and enhanced services include increasing instructional days from 180 to 181, implementing a seven-period day for students at our middle schools, and reducing class size. The District also spent increased amounts on salary, supplies and services in relation to the COVID-19 Pandemic.

## THE DISTRICT'S FUNDS

As the District completed this year, our governmental funds reported a combined fund balance of \$16,297,189, which is a decrease of \$3,228,694 from last year (Table 4).

**Table 4**

Governmental Fund	Balances and Activity			
	June 30, 2019	Revenues and Other Financing Sources	Expenditures and Other Financing Uses	June 30, 2020
General	\$ 10,461,851	\$ 60,041,979	\$ 60,649,061	\$ 9,854,769
Cafeteria	788,385	2,676,209	2,988,377	476,217
Building	4,036,221	56,988	2,697,829	1,395,380
Bond Interest and Redemption	1,984,993	8,879,476	8,678,492	2,185,977
Child Development	328,771	387,329	480,204	235,896
Deferred Maintenance	-	10	10	-
Capital Facilities	939,378	40,278	50,823	928,833
Special Reserve Fund for Capital Outlay Projects	986,284	276,397	42,564	1,220,117
Total	<u>\$ 19,525,883</u>	<u>\$ 72,358,666</u>	<u>\$ 75,587,360</u>	<u>\$ 16,297,189</u>

The primary reason for these changes is related to growth in the Local Control Funding Formula (LCFF) to meet the State's goal to reduce the gap between the current funding and the targeted funding by 2021.

### General Fund Budgetary Highlights

Over the course of the year, the District revises its budget as it attempts to deal with unexpected changes in revenues and expenditures. (A schedule showing the District's original and final budget amounts compared with amounts actually paid and received is provided in our annual report on page 65.)

Revenue and expenditure revisions made to the 2019-2020 budget were due to changes made to reflect the actual operations of the District, including certificated salary increases that were Board approved after the adopted budget.

## CAPITAL ASSET AND DEBT ADMINISTRATION

### Capital Assets

At June 30, 2020, the District had \$43,377,349 in a broad range of capital assets (net of depreciation), including land, buildings, furniture, and equipment. This amount represents a net increase (including additions, deductions, and depreciation) of \$1,136,015, or 2.7 percent, from last year (Table 5).

**Table 5**

	Governmental Activities	
	2020	2019
Land and construction in progress	\$ 1,920,871	\$ 2,362,928
Land improvements	3,588,582	2,961,375
Buildings and improvements	35,954,173	34,741,679
Furniture and equipment	1,913,723	2,175,352
Total	<u>\$ 43,377,349</u>	<u>\$ 42,241,334</u>

Several capital projects were completed in the fall of 2019. More detailed information about our capital assets are included in Note 5 of the financial statements.

### Long-Term Liabilities other than Other Postemployment Benefits (OPEB) and Pension

At the end of this year, the District had \$34,123,470 in long-term liabilities other than OPEB and pension versus \$34,272,031 last year, a decrease of 0.4 percent. Those long-term liabilities consisted of:

**Table 6**

	Governmental Activities	
	2020	2019
Long-Term Liabilities		
General obligation bonds	\$ 33,000,412	\$ 32,825,705
Premium on issuance	564,003	671,099
Capital leases	153,515	295,977
Compensated absences	405,540	479,250
Total	<u>\$ 34,123,470</u>	<u>\$ 34,272,031</u>



### **OPEB and Pension Liabilities**

At year-end, the District had a total OPEB liability of 12,817,028 versus 12,010,080 last year, and increase of \$806,948, or 6.7 percent.

At year-end, the District had a net pension liability of 62,839,075 versus 60,464,442 last year, and increase of \$2,374,633, or 3.9 percent.

### **SIGNIFICANT ACCOMPLISHMENTS OF FISCAL YEAR 2019-2020 ARE NOTED BELOW**

On March 13, 2020, the La Habra City School District decided to shut down in-person learning due to the COVID-19 Pandemic. The goal for the District was to keep students and staff safe while navigating in the new normal. The District mobilized all staff to create at home learning curriculum for students that would support individual needs and mitigate learning loss. The following list the District's accomplishments in unprecedented times:

#### **Technology**

- 361 families were provided with hotspots
- 500 families were provided broadband service for one year
- Provided one-on-one family and student support from 9am to 3:30pm
- Deployed 4,200 iPads to students upon school closures
- Teacher iPad refresh
- 1,000 keyboards purchased for iPads
- Fifth and Sixth grade refresh iPads

#### **Student Supports**

- Interventions for highly at-risk students not attending zoom lessons
- Counselors supporting Social Emotional learning
- Community Liaisons outreaching to families in need of student support, community resources, and basic necessities such as food and shelter
- GATE program expansion of programs via Zoom to include Chess, Korean, STEM, to name a few
- School Readiness continuation of programs via Zoom for students ages 0-4
- Middle school interventions in small cohorts on campus for highest at-risk students needing immediate intervention, counselling, and connection
- Teachers on Special Assignment (TOSA) assisting with lesson design and student interventions

#### **Early and Afterschool Care**

- ASES and Kidzone programs assisting our frontline and working parents with childcare five days a week
- All sites currently have early and afterschool care
- Safety guidelines and PPE in place
- Safety training conducted

The community showed its support for the District through the passage of Bond Measure "O" in 2012. Measure "O" funds have supported technology upgrades including mobile computing devices and enhancements to the wireless network. At Washington and Imperial Middle Schools, a 1:1 iPad program was implemented in the sixth and seventh grades. Imperial and Washington Middle Schools had modernization to many of their classrooms, including the Academy Center and updated science classrooms. Modernization to the last wing of classrooms at Walnut Elementary School has begun and is projected to be complete in the fall of 2019. The District also focused on student safety by installing security fencing along its schools' parameters.

In the spring of 2017 the District, incorporating input from stakeholders, developed the 2017-2020 Local Control Accountability Plan (LCAP) that addresses the required eight State priorities.

### **ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

In considering the District Budget for the 2020-2021 year, the governing board and management followed the approved budget guidelines and used the following criteria:

The key assumptions in our revenue forecast are:

1. Unduplicated count of 78.60 percent.
2. GAP funding of 100 percent.
3. Funded ADA of 4,450.

### **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Chief Business Official, Ms. Christeen Betz, at 500 N. Walnut Street, La Habra, CA 90631, or email at [cbetz@lahabraschools.org](mailto:cbetz@lahabraschools.org).

La Habra City School District  
Statement of Net Position  
June 30, 2020

	<u>Governmental Activities</u>
<b>Assets</b>	
Deposits and investments	\$ 13,474,149
Receivables	5,238,308
Stores inventories	132,384
Other current assets	3,289
Capital assets not depreciated	1,920,871
Capital assets, net of accumulated depreciation	<u>41,456,478</u>
<b>Total assets</b>	<u>62,225,479</u>
<b>Deferred Outflows of Resources</b>	
Deferred charge on refunding	514,609
Deferred outflows of resources related to other postemployment benefits (OPEB) liability	740,938
Deferred outflows of resources related to pensions	<u>19,249,513</u>
<b>Total deferred outflows of resources</b>	<u>20,505,060</u>
<b>Liabilities</b>	
Accounts payable	2,445,621
Interest payable	364,632
Unearned revenue	105,320
<b>Long-term liabilities</b>	
Long-term liabilities other than OPEB and pensions due within one year	1,690,000
Long-term liabilities other than OPEB and pensions due in more than one year	32,433,470
Total OPEB liability	12,817,028
Aggregate net pension liability	<u>62,839,075</u>
<b>Total liabilities</b>	<u>112,695,146</u>
<b>Deferred Inflows of Resources</b>	
Deferred inflows of resources related to OPEB	545,669
Deferred inflows of resources related to pensions	<u>5,393,730</u>
<b>Total deferred inflows of resources</b>	<u>5,939,399</u>
<b>Net Position</b>	
Net investment in capital assets	18,644,763
Restricted for	
Debt service	1,821,345
Capital projects	2,148,950
Educational programs	1,386,534
Other activities	681,209
Unrestricted (deficit)	<u>(60,586,807)</u>
<b>Total net position (deficit)</b>	<u>\$ (35,904,006)</u>

La Habra City School District

Statement of Activities

Year Ended June 30, 2020

Functions/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services and Sales	Operating Grants and Contributions	Governmental Activities
Governmental Activities				
Instruction	\$ 40,062,682	\$ 11,520	\$ 6,882,441	\$ (33,168,721)
Instruction-related activities				
Supervision of instruction	4,307,849	11,890	1,071,078	(3,224,881)
Instructional library, media, and technology	565,036	7	247,856	(317,173)
School site administration	4,403,890	31	213,819	(4,190,040)
Pupil services				
Home-to-school transportation	1,167,140	-	34,678	(1,132,462)
Food services	2,939,948	181,512	2,154,205	(604,231)
All other pupil services	4,032,022	6,637	1,618,189	(2,407,196)
Administration				
Data processing	1,485,704	-	-	(1,485,704)
All other administration	2,492,127	9,516	273,034	(2,209,577)
Plant services	5,538,919	3,179	23,368	(5,512,372)
Enterprise services	513,638	31,568	41,024	(441,046)
Interest on long-term liabilities	1,792,936	-	-	(1,792,936)
Other outgo	844,262	153,139	479,031	(212,092)
Depreciation (unallocated) <sup>1</sup>	1,720,513	-	-	(1,720,513)
Total governmental activities	<u>\$ 71,866,666</u>	<u>\$ 408,999</u>	<u>\$ 13,038,723</u>	<u>(58,418,944)</u>
General Revenues and Subventions				
Property taxes, levied for general purposes				19,706,979
Property taxes, levied for debt service				2,348,269
Taxes levied for other specific purposes				261,729
Federal and State aid not restricted to specific purposes				29,331,811
Interest and investment earnings				136,507
Miscellaneous				824,118
Subtotal, general revenues				<u>52,609,413</u>
Change in Net Position				(5,809,531)
Net Position - Beginning				<u>(30,094,475)</u>
Net Position - Ending				<u>\$ (35,904,006)</u>

<sup>1</sup> This amount excludes any depreciation that is included in the direct expense of the various programs.

La Habra City School District  
Balance Sheet – Governmental Funds  
June 30, 2020

	General Fund	Cafeteria Fund	Building Fund
<b>Assets</b>			
Deposits and investments	\$ 6,748,430	\$ 630,407	\$ 1,685,796
Receivables	5,120,044	108,589	1,722
Due from other funds	119,640	59,607	-
Stores inventories	101,796	30,588	-
Other current assets	3,289	-	-
	<u>          </u>	<u>          </u>	<u>          </u>
Total assets	<u>\$ 12,093,199</u>	<u>\$ 829,191</u>	<u>\$ 1,687,518</u>
<b>Liabilities and Fund Balances</b>			
<b>Liabilities</b>			
Accounts payable	\$ 1,910,548	\$ 201,828	\$ 291,330
Due to other funds	257,099	116,609	808
Unearned revenue	70,783	34,537	-
	<u>          </u>	<u>          </u>	<u>          </u>
Total liabilities	<u>2,238,430</u>	<u>352,974</u>	<u>292,138</u>
<b>Fund Balances</b>			
Nonspendable	126,796	30,904	-
Restricted	1,386,534	445,313	1,395,380
Assigned	5,869,892	-	-
Unassigned	2,471,547	-	-
	<u>          </u>	<u>          </u>	<u>          </u>
Total fund balances	<u>9,854,769</u>	<u>476,217</u>	<u>1,395,380</u>
	<u>          </u>	<u>          </u>	<u>          </u>
Total liabilities and fund balances	<u>\$ 12,093,199</u>	<u>\$ 829,191</u>	<u>\$ 1,687,518</u>

La Habra City School District  
Balance Sheet – Governmental Funds  
June 30, 2020

	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Assets			
Deposits and investments	\$ 2,181,726	\$ 2,227,790	\$ 13,474,149
Receivables	4,251	3,702	5,238,308
Due from other funds	-	197,492	376,739
Stores inventories	-	-	132,384
Other current assets	-	-	3,289
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total assets	<u>\$ 2,185,977</u>	<u>\$ 2,428,984</u>	<u>\$ 19,224,869</u>
Liabilities and Fund Balances			
Liabilities			
Accounts payable	\$ -	\$ 41,915	\$ 2,445,621
Due to other funds	-	2,223	376,739
Unearned revenue	-	-	105,320
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total liabilities	<u>-</u>	<u>44,138</u>	<u>2,927,680</u>
Fund Balances			
Nonspendable	-	-	157,700
Restricted	2,185,977	2,384,846	7,798,050
Assigned	-	-	5,869,892
Unassigned	-	-	2,471,547
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total fund balances	<u>2,185,977</u>	<u>2,384,846</u>	<u>16,297,189</u>
Total liabilities and fund balances	<u>\$ 2,185,977</u>	<u>\$ 2,428,984</u>	<u>\$ 19,224,869</u>

La Habra City School District  
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position  
June 30, 2020

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Total Fund Balance - Governmental Funds \$ 16,297,189

Amounts Reported for Governmental Activities in the  
Statement of Net Position are Different Because

Capital assets used in governmental activities are not financial  
resources and, therefore, are not reported as assets in  
governmental funds.

The cost of capital assets is	\$ 75,835,093	
Accumulated depreciation is	<u>(32,457,744)</u>	

Net capital assets		43,377,349
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In governmental funds, unmatured interest on long-term liabilities is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term liabilities is recognized when it is incurred.		(364,632)
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Deferred outflows of resources represent a consumption of net  
position in a future period and is not reported in the governmental  
funds. Deferred outflows of resources amounted to and related to:

Deferred charge on refunding	514,609	
Total other postemployment benefits (OPEB) liability	740,938	
Net pension liability	<u>19,249,513</u>	

Total deferred outflows of resources to pensions		20,505,060
--	--	------------

Deferred inflows of resources represent an acquisition of net position  
that applies to a future period and is not reported in the governmental  
funds. Deferred inflows of resources amount to and related to:

Total OPEB liability	(545,669)	
Net pension liability	<u>(5,393,730)</u>	

Total deferred inflows of resources to pensions		(5,939,399)
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Net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.		(62,839,075)
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The District's Total OPEB liability is not due and payable in the current period, and is not reported as a liability in the funds.		(12,817,028)
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La Habra City School District  
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position  
June 30, 2020

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Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.

Long-term liabilities at year-end consist of

General obligation bonds	\$(25,925,057)
Premium on issuance of general obligation bonds	(564,003)
Capital leases payable	(153,515)
Compensated absences (vacations)	(405,540)

In addition, capital appreciation general obligation bonds were issued. The accretion of interest to date on the general obligation bonds is

(7,075,355)

Total long-term liabilities	<u>(34,123,470)</u>
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Total net position - governmental activities	<u><u>\$ (35,904,006)</u></u>
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La Habra City School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds

Year Ended June 30, 2020

	General Fund	Cafeteria Fund	Building Fund
Revenues			
Local Control Funding Formula	\$ 47,304,583	\$ -	\$ -
Federal sources	2,565,403	2,244,080	-
Other State sources	6,418,459	153,897	-
Other local sources	3,753,534	257,163	56,988
Total revenues	<u>60,041,979</u>	<u>2,655,140</u>	<u>56,988</u>
Expenditures			
Current			
Instruction	37,590,736	-	-
Instruction-related activities			
Supervision of instruction	3,908,162	-	-
Instructional library, media, and technology	522,558	-	-
School site administration	4,027,293	-	-
Pupil services			
Home-to-school transportation	1,090,218	-	-
Food services	51,224	2,855,667	-
All other pupil services	3,766,177	-	-
Administration			
Data processing	1,407,712	-	-
All other administration	2,079,832	105,934	-
Plant services	5,186,229	26,776	6,343
Other outgo	844,262	-	-
Enterprise services	-	-	-
Facility acquisition and construction	-	-	2,691,486
Debt service			
Principal	142,462	-	-
Interest and other	11,127	-	-
Total expenditures	<u>60,627,992</u>	<u>2,988,377</u>	<u>2,697,829</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(586,013)</u>	<u>(333,237)</u>	<u>(2,640,841)</u>
Other Financing Sources (Uses)			
Transfers in	-	21,069	-
Other sources - proceeds from issuance of general obligation bonds	-	-	-
Transfers out	(21,069)	-	-
Other uses - payment to refunded bonds escrow agent	-	-	-
Net Financing Sources (Uses)	<u>(21,069)</u>	<u>21,069</u>	<u>-</u>
Net Change in Fund Balances	(607,082)	(312,168)	(2,640,841)
Fund Balance - Beginning	<u>10,461,851</u>	<u>788,385</u>	<u>4,036,221</u>
Fund Balance - Ending	<u>\$ 9,854,769</u>	<u>\$ 476,217</u>	<u>\$ 1,395,380</u>

La Habra City School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds

Year Ended June 30, 2020

	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues			
Local Control Funding Formula	\$ -	\$ -	\$ 47,304,583
Federal sources	-	-	4,809,483
Other State sources	14,791	-	6,587,147
Other local sources	2,359,685	704,014	7,131,384
	<u>2,374,476</u>	<u>704,014</u>	<u>65,832,597</u>
Total revenues			
	<u>2,374,476</u>	<u>704,014</u>	<u>65,832,597</u>
Expenditures			
Current			
Instruction	-	-	37,590,736
Instruction-related activities			
Supervision of instruction	-	-	3,908,162
Instructional library, media, and technology	-	-	522,558
School site administration	-	-	4,027,293
Pupil services			
Home-to-school transportation	-	-	1,090,218
Food services	-	-	2,906,891
All other pupil services	-	8	3,766,185
Administration			
Data processing	-	-	1,407,712
All other administration	-	-	2,185,766
Plant services	-	18,984	5,238,332
Other outgo	-	-	844,262
Enterprise services	-	480,196	480,196
Facility acquisition and construction	-	74,413	2,765,899
Debt service			
Principal	1,555,000	-	1,697,462
Interest and other	978,692	-	989,819
	<u>2,533,692</u>	<u>573,601</u>	<u>69,421,491</u>
Total expenditures			
	<u>2,533,692</u>	<u>573,601</u>	<u>69,421,491</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(159,216)</u>	<u>130,413</u>	<u>(3,588,894)</u>
Other Financing Sources (Uses)			
Transfers in	-	-	21,069
Other sources - proceeds from issuance of general obligation bonds	6,505,000	-	6,505,000
Transfers out	-	-	(21,069)
Other uses - payment to refunded bonds escrow agent	(6,144,800)	-	(6,144,800)
	<u>360,200</u>	<u>-</u>	<u>360,200</u>
Net Financing Sources (Uses)			
	<u>360,200</u>	<u>-</u>	<u>360,200</u>
Net Change in Fund Balances	200,984	130,413	(3,228,694)
Fund Balance - Beginning	1,984,993	2,254,433	19,525,883
Fund Balance - Ending	<u>\$ 2,185,977</u>	<u>\$ 2,384,846</u>	<u>\$ 16,297,189</u>

La Habra City School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental  
Funds to the Statement of Activities  
Year Ended June 30, 2020

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Total Net Change in Fund Balances - Governmental Funds \$ (3,228,694)

Amounts Reported for Governmental Activities in the Statement of  
Activities are Different Because:

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expenses in the Statement of Activities.

This is the amount by which capital outlays exceeds depreciation expense in the period.

Capital outlays	\$	2,856,528
Depreciation expense		<u>(1,720,513)</u>

Net expense adjustment		1,136,015
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In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid). This year, vacation earned was less than the amount used by \$73,710.

73,710

In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.

(3,568,209)

In the governmental funds, OPEB costs are based on employer contributions made to OPEB plans during the year. However, in the Statement of Activities, OPEB expense is the net effect of all changes in the deferred outflows, deferred inflows, and net OPEB liability during the year.

(756,498)

Proceeds received from sale of bonds is a revenue in the governmental funds, but it increases long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities. This year the District issued the following debt:

General obligation bonds		(6,505,000)
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La Habra City School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental  
Funds to the Statement of Activities  
Year Ended June 30, 2020

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Governmental funds report the effect of premiums and deferred charges on a refunding when the debt is first issued, whereas the amounts are deferred and amortized in the Statement of Activities. This is the net effect of these related items:

Deferred charge on refunding	\$ 514,968
------------------------------	------------

Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities:

General obligation bonds	7,184,832
Capital leases	142,462

Under the modified basis of accounting used in the governmental funds, expenditures are not recognized for transactions that are not normally paid with expendable available financial resources. In the Statement of Activities, however, which is presented on the accrual basis, expenses and liabilities are reported regardless of when financial resources are available. This adjustment combines the net changes of the following balances:

Amortization of premium on issuance	107,096
Amortization of deferred charge on refunding	(41,578)

Interest on long-term liabilities in the Statement of Activities differs from the amount reported in the governmental funds because interest is recorded as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. The additional interest reported in the Statement of Activities is the result of two factors. First, accrued interest on the general obligation bonds increased by \$14,096, and second, \$854,539 of accumulated interest was accreted on the District's capital appreciation general obligation bonds.

(868,635)

Change in net position of governmental activities	<u>\$ (5,809,531)</u>
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La Habra City School District  
Statement of Fiduciary Net Position – Fiduciary Funds  
June 30, 2020

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	Agency Funds			
	Unorganized	Imperial Middle School	Washington Middle School	Total Agency Funds
Assets				
Deposits and investments	<u>\$ 13,112</u>	<u>\$ 19,310</u>	<u>\$ 13,370</u>	<u>\$ 45,792</u>
Liabilities				
Due to student groups	<u>\$ 13,112</u>	<u>\$ 19,310</u>	<u>\$ 13,370</u>	<u>\$ 45,792</u>

## **Note 1 - Summary of Significant Accounting Policies**

### **Financial Reporting Entity**

The La Habra City School District (the District) was organized in 1896 under the laws of the State of California. The District operates under a locally elected five-member Board form of government and provides educational services to grades TK-8 as mandated by the State and/or Federal agencies. The District operates seven elementary schools and two middle schools.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For La Habra City School District, this includes general operations, food service, and student related activities of the District.

### **Basis of Presentation - Fund Accounting**

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. The District's funds are grouped into two broad fund categories: governmental and fiduciary.

**Governmental Funds** Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the District's major and nonmajor governmental funds:

### **Major Governmental Funds**

**General Fund** The General Fund is the chief operating fund for all districts. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

**Cafeteria Fund** The Cafeteria Fund is used to account separately for Federal, State, and local resources to operate the food service program (*Education Code* Sections 38090-38093) and is used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code* Sections 38091 and 38100).

**Building Fund** The Building Fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

**Bond Interest and Redemption Fund** The Bond Interest and Redemption Fund is used for the repayment of bonds issued for a district (*Education Code* Sections 15125-15262).

## Non-Major Governmental Funds

**Special Revenue Funds** The Special Revenue funds are used to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

- **Child Development Fund** The Child Development Fund is used to account separately for Federal, State, and local revenues to operate child development programs and is to be used only for expenditures for the operation of child development programs.
- **Deferred Maintenance Fund** The Deferred Maintenance Fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (*Education Code* Section 17582).

**Capital Project Funds** The Capital Project funds are used to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

- **Capital Facilities Fund** The Capital Facilities Fund is used primarily to account separately for monies received from fees levied on developers or other agencies as a condition of approval (*Education Code* Sections 17620-17626 and *Government Code* Section 65995 et seq.). Expenditures are restricted to the purposes specified in *Government Code* Sections 65970-65981 or to the items specified in agreements with the developer (*Government Code* Section 66006).
- **Special Reserve Fund for Capital Outlay Projects** The Special Reserve Fund for Capital Outlay Projects exists primarily to provide for the accumulation of General Fund monies for capital outlay purposes (*Education Code* Section 42840).

**Fiduciary Funds** Fiduciary funds are used to account for assets held in trustee or agent capacity for others that cannot be used to support the District's own programs. The fiduciary fund category is split into four classifications: pension trust funds, investment trust funds, private-purpose trust funds, and agency funds. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Agency funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations. Such funds have no equity accounts since all assets are due to individuals or entities at some future time. The District's agency fund accounts for student body activities (ASB).

## **Basis of Accounting - Measurement Focus**

**Government-Wide Financial Statements** The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements, but differs from the manner in which governmental fund financial statements are prepared.

The government-wide *Statement of Activities* presents a comparison between expenses, both direct and indirect, and program revenues for each segment of the business-type activities of the District and for each governmental function and excludes fiduciary activity. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the *Statement of Activities*, except for depreciation. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District. Eliminations have been made to minimize the double counting of internal activities.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities result from special revenue funds and the restrictions on their use.

**Fund Financial Statements** Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non-major governmental funds are aggregated and presented in a single column.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.
- **Fiduciary Funds** Fiduciary funds are accounted for using the flow of economic resources measurement focus and the accrual basis of accounting. Fiduciary funds are excluded from the government-wide financial statements because they do not represent resources of the District.



**Revenues - Exchange and Non-Exchange Transactions** Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. The District considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal yearend: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

**Unearned Revenue** Unearned revenue arise when resources are received by the District before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

**Expenses/Expenditures** On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the entity-wide statements.

### **Investments**

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county investment pools are determined by the program sponsor.

### **Stores Inventories**

Inventories consist of expendable food and supplies held for consumption. Inventories are stated at cost, on the weighted average basis. The costs of inventory items are recorded as expenditures in the governmental funds when consumed rather than when purchased.

### **Capital Assets and Depreciation**

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of the District. The District maintains a capitalization threshold of \$5,000. The District does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 25 to 50 years; improvements, 10 to 20 years; equipment, 5 to 10 years.

### **Interfund Balances**

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "due from other funds/due to other funds." These amounts are eliminated in the governmental activities columns of the Statement of Net Position.

### **Compensated Absences**

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide Statement of Net Position. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid. The compensated absence liability will be paid by the following funds: General Fund, Child Development Fund, Cafeteria Fund, and Building Fund.

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time.

### **Accrued Liabilities and Long-Term Liabilities**

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, claims and judgments, compensated absences, special termination benefits, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Bonds, capital leases, and other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

### **Debt Issuance Costs, Premiums, and Discounts**

In the government-wide financial statements, long-term obligations are reported as liabilities in the applicable governmental activities Statement of Net Position. Debt premiums and discounts are amortized over the life of the bonds using the straight-line method, which approximates the effective interest method.

In governmental fund financial statements, bond premiums and discounts, as well as debt issuance costs are recognized in the period the bonds are issued. The face amount of the debt is reported as other financing sources. Premiums received on debt issuance are also reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds, are reported as debt service expenditures in the period the bonds are issued.

### **Deferred Outflows/Inflows of Resources**

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for deferred charges on refunding of debt, for pension related items, and for OPEB related items. The deferred charge on refunding resulted from the difference between the carrying value of the refunded debt and its reacquisition price. The amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The deferred amounts related to pension and OPEB relate to contributions subsequent to measurement date, change in proportion and differences between contributions and the District's proportionate share of contributions, differences between expected and actual experience, and changes of assumptions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for pension related items and for OPEB related items. The deferred amounts related to pension and OPEB relate to change in proportion and differences between contributions and the District's proportionate share of contributions, differences between expected and actual experiences, differences between expected and actual earnings on investments, and changes of assumptions.

## **Pensions**

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value. The net pension liability attributable to the governmental activities will be paid by the fund in which the employee worked.

## **Postemployment Benefits Other Than Pensions (OPEB)**

For purposes of measuring the net OPEB liability, deferred outflows of resources related to OPEB, deferred inflows of resources, and OPEB expense have been determined on the same basis as they are reported by the District Plan. For this purpose, the District Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

## **Fund Balances - Governmental Funds**

As of June 30, 2020, fund balances of the governmental funds are classified as follows:

**Nonspendable** - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

**Restricted** - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

**Committed** - amounts that can be used only for specific purposes determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board. The District currently does not have any committed funds.

**Assigned** - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the District's adopted policy, only the governing board or chief business officer/assistant superintendent of business services may assign amounts for specific purposes.

**Unassigned** - all other spendable amounts.

### **Spending Order Policy**

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

### **Minimum Fund Balance Policy**

The governing board adopted a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted on-time expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than three percent of General Fund expenditures and other financing uses.

### **Net Position**

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report \$6,038,038 of restricted net position.

### **Interfund Activity**

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the Statement of Activities.

### **Estimates**

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

### **Property Tax**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Orange bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

### **Change in Accounting Principles**

In May 2020, the GASB issued Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance. The primary objective of this Statement is to provide temporary relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later.

The effective dates of certain provisions contained in the following pronouncements are postponed by one year:

- Statement No. 83, Certain Asset Retirement Obligations
- Statement No. 84, Fiduciary Activities
- Statement No. 88, Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements
- Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period
- Statement No. 90, Majority Equity Interests
- Statement No. 91, Conduit Debt Obligations
- Statement No. 92, Omnibus 2020
- Statement No. 93, Replacement of Interbank Offered Rates
- Implementation Guide No. 2017-3, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting)
- Implementation Guide No. 2018-1, Implementation Guidance Update—2018
- Implementation Guide No. 2019-1, Implementation Guidance Update—2019
- Implementation Guide No. 2019-2, Fiduciary Activities.

The effective dates of the following pronouncements are postponed by 18 months:

- Statement No. 87, Leases
- Implementation Guide No. 2019-3, Leases.

The provisions of this Statement have been implemented as of June 30, 2020.

### **New Accounting Pronouncements**

In January 2017, the GASB issued Statement No. 84, Fiduciary Activities. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all State and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after December 15, 2019. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2017, the GASB issued Statement No. 87, Leases. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after June 15, 2021. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2018, the GASB issued Statement No. 89, Accounting for Interest Cost Incurred Before the End of a Construction Period. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5–22 of Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged. The requirements of this Statement should be applied prospectively. The effects of this change on the District's financial statements have not yet been determined.

In August 2018, the GASB issued Statement 90, Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 60. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit. Transactions presented in flows statements of the component unit in that circumstance should include only transactions that occurred subsequent to the acquisition.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged. The requirements of this Statement should be applied prospectively. The effects of this change on the District's financial statements have not yet been determined.

In May 2019, the GASB issued Statement No. 91, Conduit Debt Obligations. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.



A conduit debt obligation is defined as a debt instrument having all of the following characteristics:

- There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee.
- The issuer and the third-party obligor are not within the same financial reporting entity.
- The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer.
- The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance.
- The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments).

All conduit debt obligations involve the issuer making a limited commitment. Some issuers extend additional commitments or voluntary commitments to support debt service in the event the third party is, or will be, unable to do so.

An issuer should not recognize a conduit debt obligation as a liability. However, an issuer should recognize a liability associated with an additional commitment or a voluntary commitment to support debt service if certain recognition criteria are met. As long as a conduit debt obligation is outstanding, an issuer that has made an additional commitment should evaluate at least annually whether those criteria are met. An issuer that has made only a limited commitment should evaluate whether those criteria are met when an event occurs that causes the issuer to reevaluate its willingness or ability to support the obligor's debt service through a voluntary commitment.

This Statement also addresses arrangements—often characterized as leases—that are associated with conduit debt obligations. In those arrangements, capital assets are constructed or acquired with the proceeds of a conduit debt obligation and used by third-party obligors in the course of their activities. Payments from third-party obligors are intended to cover and coincide with debt service payments. During those arrangements, issuers retain the titles to the capital assets. Those titles may or may not pass to the obligors at the end of the arrangements.

Issuers should not report those arrangements as leases, nor should they recognize a liability for the related conduit debt obligations or a receivable for the payments related to those arrangements. In addition, the following provisions apply:

- If the title passes to the third-party obligor at the end of the arrangement, an issuer should not recognize a capital asset.
- If the title does not pass to the third-party obligor and the third party has exclusive use of the entire capital asset during the arrangement, the issuer should not recognize a capital asset until the arrangement ends.
- If the title does not pass to the third-party obligor and the third party has exclusive use of only portions of the capital asset during the arrangement, the issuer, at the inception of the arrangement, should recognize the entire capital asset and a deferred inflow of resources. The deferred inflow of resources should be reduced, and an inflow recognized, in a systematic and rational manner over the term of the arrangement.

This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period.

As a result of the implementation of GASB Statement No. 95, the requirements of this Statement are effective for the reporting periods beginning after December 15, 2021. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In January 2020, the GASB issued Statement No. 92, Omnibus 2020. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, Leases, and Implementation Guide No. 2019-3, Leases, for interim financial reporting
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statement No. 73, Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, Fiduciary Activities, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

The requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.
- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In March 2020, the GASB issued Statement No. 93, Replacement of Interbank Offered Rates. The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR (Interbank Offered Rate). This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of reference rate, as it is used in Statement 53, as amended
- Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

As a result of the implementation of GASB Statement No. 95, the removal of LIBOR as an appropriate benchmark interest rate (paragraph 11b) is effective for reporting periods ending after December 31, 2021. Paragraph 13 and 14 related to lease modifications is effective for reporting periods beginning after June 15, 2021. All other requirements of this Statement are effective for reporting periods beginning after June 15, 2020. Early implementation is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In March 2020, the GASB issued Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement.

This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. Earlier application is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In May 2020, the GASB issued Statement No. 96, Subscription-Based Information Technology Arrangements. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, Leases, as amended.

A SBITA is defined as a contract that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. Earlier application is encouraged. The effects of this change on the District's financial statements have not yet been determined.

In June 2020, the GASB issued Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans—an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. The primary objectives of this Statement are to (1) increase consistency and comparability related to the reporting of fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; (2) mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and (3) enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans.

The requirements of this Statement that (1) exempt primary governments that perform the duties that a governing board typically performs from treating the absence of a governing board the same as the appointment of a voting majority of a governing board in determining whether they are financially accountable for defined contribution pension plans, defined contribution OPEB plans, or other employee benefit plans and (2) limit the applicability of the financial burden criterion in paragraph 7 of Statement 84 to defined benefit pension plans and defined benefit OPEB plans that are administered through trusts that meet the criteria in paragraph 3 of Statement 67 or paragraph 3 of Statement 74, respectively, are effective immediately.

The requirements of this Statement that are related to the accounting and financial reporting for Section 457 plans are effective for fiscal years beginning after June 15, 2021. For purposes of determining whether a primary government is financially accountable for a potential component unit, the requirements of this Statement that provide that for all other arrangements, the absence of a governing board be treated the same as the appointment of a voting majority of a governing board if the primary government performs the duties that a governing board typically would perform, are effective for reporting periods beginning after June 15, 2021. Earlier application of those requirements is encouraged and permitted by requirement as specified within this Statement.

The Board considered the effective dates for the requirements of this Statement in light of the COVID-19 pandemic and in concert with Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance. The effects of this change on the District's financial statements have not yet been determined.

## **Note 2 - Deposits and Investments**

### **Summary of Deposits and Investments**

Deposits and investments as of June 30, 2020, are classified in the accompanying financial statements as follows:

Governmental funds	\$ 13,474,149
Fiduciary funds	<u>45,792</u>
Total deposits and investments	<u><u>\$ 13,519,941</u></u>

Deposits and investments as of June 30, 2020, consist of the following:

Cash on hand and in banks	\$ 45,792
Cash in revolving	25,316
Investments	<u>13,421,151</u>
Total deposits and investments	<u><u>\$ 13,492,259</u></u>

### **Policies and Practices**

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

**Investment in County Treasury** - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

### General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

**Investments Authorized Under Debt Agreement**

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment In One Issuer
Federal Financing Bank	N/A	None	None
Export-Import Bank	N/A	None	None
Rural Economic Community Development Administration	N/A	None	None
U.S. Treasury Obligations	N/A	None	None
Registered State Bonds, Notes, Warrants	N/A	None	None
Federal Housing Administration Debentures	N/A	None	None
Farmers Home Administration Certificates	N/A	None	None
Federal Home Loan Mortgage Corporation Obligations	N/A	None	None
Farm Credit Banks Bonds and Notes	N/A	None	None
Federal Home Loan Banks Obligations	N/A	None	None
Federal National Mortgage Association Obligations	N/A	None	None
Student Loan Marketing Association Obligations	N/A	None	None
Financing Corporation Obligations	N/A	None	None
Resolution Funding Corporation Obligations	N/A	None	None
Federal Housing Administration Certificates	N/A	None	None
General Services Administration Certificates	N/A	None	None
Government National Mortgage Association Mortgage-Backed Securities and Certificates	N/A	None	None
Small Business Administration Certificates	N/A	None	None
U.S. Department of Housing and Urban Development Bonds	N/A	None	None
U.S. Maritime Administration Financings	N/A	None	None
Washington Metropolitan Area Transit Authority Bonds	N/A	None	None
Unsecured Certificates of Deposit, Time Deposits, and Bankers' Acceptances	30 days	None	None
Commercial Paper	270 days	None	None
Money Market Mutual Funds	N/A	None	None
Repurchase Agreements	N/A	None	None
Investment Agreement	N/A	None	None
Pre-Funded Municipal Obligations	N/A	None	None
State Sponsored Investment Pools (LAIF)	N/A	None	None
Guaranteed Pool Certificates	N/A	None	None

### Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing rates. The District manages its exposure to interest rate risk by primarily investing in the Orange County Treasury Investment Pool and by purchasing a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

### Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Orange County Treasury Investment Pool and the California Domestic Water Company are not required to be rated, nor have been rated as of June 30, 2020.

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation and the actual rating as of year-end for each investment is provided by the following schedule that shows the distribution of the District's investment by type and maturity.

Investment Type	Reported Amount	Maturity Date/ Average Maturity in Days
Orange County Treasury Investment Pool	\$ 13,063,026	266
California Domestic Water Company	358,125	N/A
Total	<u>\$ 13,421,151</u>	

### Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2020, the District bank balance of \$133,591 was not exposed to custodial credit risk because it was insured and collateralized with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.



### Note 3 - Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

- Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.
- Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.
- Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Orange County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share. The Orange County Treasury Investment Pool has a daily redemption frequency period and a one-day redemption notice period.

The District's fair value measurements are as follows at June 30, 2020:

Investment Type	Reported Amount	Fair Value Measurements Using Level 3 Inputs	Uncategorized
Orange County Treasury Investment Pool	\$ 13,063,026	\$ -	\$ 13,063,026
California Domestic Water Company	358,125	358,125	-
Total	<u>\$ 13,421,151</u>	<u>\$ 358,125</u>	<u>\$ 13,063,026</u>

All assets have been valued using a market approach, with quoted market prices.

**Note 4 - Receivables**

Receivables at June 30, 2020, consisted of intergovernmental grants, entitlements, interest, and other local sources. All receivables are considered collectible in full.

	General Fund	Cafeteria Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government						
Categorical aid	\$ 1,198,652	\$ 102,772	\$ -	\$ -	\$ -	\$ 1,301,424
State Government						
LCFF apportionment	3,476,786	-	-	-	-	3,476,786
Categorical aid	33,460	5,390	-	-	-	38,850
Lottery	232,368	-	-	-	-	232,368
Local Government						
Interest	4,765	427	1,722	4,251	1,889	13,054
Other local sources	174,013		-	-	1,813	175,826
<b>Total</b>	<b>\$ 5,120,044</b>	<b>\$ 108,589</b>	<b>\$ 1,722</b>	<b>\$ 4,251</b>	<b>\$ 3,702</b>	<b>\$ 5,238,308</b>

**Note 5 - Capital Assets**

Capital asset activity for the fiscal year ended June 30, 2020, was as follows:

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 1,208,840	\$ -	\$ -	\$ 1,208,840
Construction in progress	1,154,088	660,175	(1,102,232)	712,031
Total capital assets not being depreciated	<u>2,362,928</u>	<u>660,175</u>	<u>(1,102,232)</u>	<u>1,920,871</u>
Capital assets being depreciated				
Land improvements	8,172,755	857,442	-	9,030,197
Buildings and improvements	54,915,403	2,285,086	-	57,200,489
Furniture and equipment	7,527,479	156,057	-	7,683,536
Total capital assets being depreciated	<u>70,615,637</u>	<u>3,298,585</u>	<u>-</u>	<u>73,914,222</u>
Total capital assets	<u>72,978,565</u>	<u>3,958,760</u>	<u>(1,102,232)</u>	<u>75,835,093</u>
Accumulated depreciation				
Land improvements	(5,211,380)	(230,235)	-	(5,441,615)
Buildings and improvements	(20,173,724)	(1,072,592)	-	(21,246,316)
Furniture and equipment	(5,352,127)	(417,686)	-	(5,769,813)
Total accumulated depreciation	<u>(30,737,231)</u>	<u>(1,720,513)</u>	<u>-</u>	<u>(32,457,744)</u>
Governmental activities capital assets, net	<u>\$ 42,241,334</u>	<u>\$ 2,238,247</u>	<u>\$ (1,102,232)</u>	<u>\$ 43,377,349</u>
Depreciation expense was unallocated.				
Governmental Activities Unallocated				<u>\$ 1,720,513</u>

**Note 6 - Interfund Transactions**

**Interfund Receivables/Payables (Due To/Due From)**

Interfund receivable and payable balances at June 30, 2020, between major and non-major governmental funds, are as follows:

Due To	Due From				Total
	General Fund	Cafeteria Fund	Building Funds	Non-Major Governmental Funds	
General Fund	\$ -	\$ 116,609	\$ 808	\$ 2,223	\$ 119,640
Cafeteria Fund	59,607	-	-	-	59,607
Non-Major Governmental Funds	197,492	-	-	-	197,492
Total	<u>\$ 257,099</u>	<u>\$ 116,609</u>	<u>\$ 808</u>	<u>\$ 2,223</u>	<u>\$ 376,739</u>

A balance of \$105,934 is due from the Cafeteria Fund to the General Fund for indirect costs.

A balance of \$10,675 is due from the Cafeteria Fund to the General Fund for payroll, benefits, and other operating expenditures.

A balance was \$808 is due from the Building Fund to the General Fund for payroll and benefits expenditures.

A balance of \$2,213 is due from the Child Development Non-Major Governmental Fund to the General Fund for payroll, benefits and other operating expenditures.

A balance was \$10 is due from the Deferred Maintenance Fund to General Fund for reimbursement of expenditures.

A balance of \$21,069 due from the General Fund to the Cafeteria Fund for bad debt related to unpaid student meals.

A balance of \$38,538 is due from the General Fund to the Cafeteria Fund for reimbursement of expenditures.

A balance of \$197,492 is due from the General Fund to the Special Reserve Fund for Capital Outlay Projects Non-Major Governmental Fund for community redevelopment proceeds.

**Operating Transfers**

Interfund transfers for the year ended June 30, 2020, consisted of the following:

The General Fund transferred \$21,069 to the Cafeteria Fund for food services bad debt related to unpaid student meals.

**Note 7 - Accounts Payable**

Accounts payable at June 30, 2020, consisted of the following:

	General Fund	Cafeteria Fund	Building Fund	Non-Major Governmental Funds	Total
Salaries and benefits	\$ 1,209,887	\$ 176,628	\$ 13,310	\$ 40,900	\$ 1,440,725
Supplies	113,757	22,284	6,005	-	142,046
Services	157,737	2,857	69,551	1,006	231,151
Capital outlay	-	-	202,402	-	202,402
Due to OCDE	380,855	-	-	-	380,855
Other vendor payables	48,312	59	62	9	48,442
Total	<u>\$ 1,910,548</u>	<u>\$ 201,828</u>	<u>\$ 291,330</u>	<u>\$ 41,915</u>	<u>\$ 2,445,621</u>

**Note 8 - Unearned Revenue**

Unearned revenue at June 30, 2020, consisted of the following:

	General Fund	Cafeteria Fund	Total
Federal financial assistance	\$ 50,434	\$ 6,855	\$ 57,289
State categorical aid	18,691	-	18,691
Other local	1,658	27,682	29,340
Total	<u>\$ 70,783</u>	<u>\$ 34,537</u>	<u>\$ 105,320</u>

**Note 9 - Long-Term Liabilities other than OPEB and Pensions**

**Summary**

The changes in the District's long-term liabilities other than OPEB and pensions during the year consisted of the following:

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020	Due in One Year
Long-Term Liabilities					
General obligation bonds	\$ 32,825,705	\$ 7,359,539	\$ (7,184,832)	\$ 33,000,412	\$ 1,690,000
Premium on issuance	671,099	-	(107,096)	564,003	-
Capital leases	295,977	-	(142,462)	153,515	-
Compensated absences	479,250	-	(73,710)	405,540	-
Total	<u>\$ 34,272,031</u>	<u>\$ 7,359,539</u>	<u>\$ (7,508,100)</u>	<u>\$ 34,123,470</u>	<u>\$ 1,690,000</u>

Payments on the General Obligation Bonds will be made by the Bond Interest and Redemption Fund with local revenues. Payment for the capital leases are made from the General Fund. Compensated absences will be paid by the General Fund, Child Development Fund, Cafeteria Fund, and Building Fund.

**Bonded Debt**

Issuance Date	Final Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 1, 2019	Issued	Interest Accreted	Redeemed	Bonds Outstanding June 30, 2020
8/1/2000	8/1/2025	3.90-5.35%	\$ 11,046,713	\$ 3,709,437	\$ -	\$ 292,562	\$ -	\$ 4,001,999
8/2/2001	8/1/2026	3.00-5.25%	2,267,884	1,334,093	-	97,652	(220,000)	1,211,745
8/1/2002	8/1/2027	3.35-5.98%	2,684,699	4,816,643	-	280,025	(245,000)	4,851,668
12/13/2012	8/1/2038	2.00-5.11%	6,495,425	7,805,532	-	184,299	(5,629,831)	2,360,000
12/17/2014	8/1/2021	3.00-5.00%	5,135,000	2,800,000	-	-	(950,000)	1,850,000
3/10/2015	8/1/2039	2.00-4.50%	3,700,000	3,650,000	-	-	-	3,650,000
3/16/2017	8/1/2036	2.00-5.00%	3,740,000	3,505,000	-	-	(140,000)	3,365,000
10/25/2018	8/1/2043	2.00-5.00%	5,205,000	5,205,000	-	-	-	5,205,000
10/15/2019	8/1/2037	2.45-3.22%	6,505,000	-	6,505,000	-	-	6,505,000
				<u>\$ 32,825,705</u>	<u>\$ 6,505,000</u>	<u>\$ 854,538</u>	<u>\$ (7,184,831)</u>	<u>\$ 33,000,412</u>

#### **2000 General Obligation Bonds, Series A**

In August 2000, the District issued the \$11,046,713 Election of 2000 General Obligation Bonds, Series A. The Series A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to \$4,498,287, and an aggregate principal debt service balance of \$15,545,000. The bonds have a final maturity of August 1, 2025, with interest rate of 3.90 to 5.35 percent. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2020, the principal balance outstanding of the 2000 General Obligation Bonds, Series A was \$4,001,999.

#### **2000 General Obligation Bonds, Series 2001A**

In August 2001, the District issued the \$2,267,884 Election of 2000 General Obligation Bonds, Series 2001A. The Series 2001A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to \$1,437,116, and an aggregate principal debt service balance of \$3,705,000. The bonds have a final maturity of August 1, 2026, with interest rate of 3.00 to 5.25 percent. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2020, the principal balance outstanding of the 2000 General Obligation Bonds, Series 2001A was \$1,211,745.

#### **2000 General Obligation Bonds, Series 2002A**

In August 2002, the District issued the \$2,684,699 Election of 2000 General Obligation Bonds, Series 2002A. The Series 2002A bonds were issued as capital appreciation bonds, with the value of the capital appreciation bonds accreting to \$5,745,301, and an aggregate principal debt service balance of \$8,430,000. The bonds have a final maturity of August 1, 2027, with interest rate of 3.35 to 5.98 percent. Proceeds from the sale of the bonds were used to finance new construction, reconstruction, or modernization at each of the District's schools. At June 30, 2020, the principal balance outstanding of the 2000 General Obligation Bonds, Series 2002A was \$4,851,668.

#### **2012 General Obligation Bonds, 2012 Series A**

In December 2012, the District issued the \$6,495,425 Election of 2012 General Obligation Bonds, 2012 Series A. The 2012 Series A bonds were issued as both current interest bonds and capital appreciation bonds, with the value of the capital appreciation bonds accreting to \$6,374,575, and an aggregate principal debt service balance of \$12,870,000. The bonds have a final maturity of August 1, 2038, with interest rate of 2.00 to 5.11 percent. Proceeds from the sale of the bonds were used to finance the construction, acquisition, furnishing and equipping of District facilities, to fund capitalized interest through August 1, 2014, and to pay certain costs of issuing the bonds. At June 30, 2020, the principal balance outstanding of the 2012 General Obligation Bonds, 2012 Series A was \$2,360,000.

### **2015 General Obligation Refunding Bonds**

In December 2014, the District issued the \$5,135,000 2015 General Obligation Refunding Bonds. The 2015 General Obligation Refunding Bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2021, with interest rate of 3.00 to 5.00 percent. Proceeds from the sale of the bonds were used to provide refunding of \$5,450,000 in current interest bonds associated with the District's 2005 General Obligation Refunding Bonds that were issued in the amount of \$8,715,000. The refunding resulted in a cumulative cash flow savings of \$370,141 over the life of the new debt and an economic gain of \$350,499 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 1.77 percent. At June 30, 2020, the principal balance outstanding of the 2016 General Obligation Refunding Bonds was \$1,850,000, and unamortized premium on issuance and deferred charge on refunding were \$117,256 and \$24,163, respectively.

### **2012 General Obligation Bonds, 2015 Series B**

In March 2015, the District issued the \$3,700,000 Election of 2012 General Obligation Bonds, 2015 Series B. The 2015 Series B bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2039, with interest rate of 2.00 to 4.50 percent. Proceeds from the sale of the bonds will be used to finance the construction, acquisition, furnishing and equipping of District facilities, to pay capitalized interest, and to pay certain costs of issuing the bonds. At June 30, 2020, the principal balance outstanding of the 2012 General Obligation Bonds, 2015 Series B was \$3,650,000, and unamortized premium on issuance \$100,248.

### **2012 General Obligation Bonds, 2017 Series C**

In March 2017, the District issued the \$3,740,000 Election of 2012 General Obligation Bonds, 2017 Series C. The 2017 Series C bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2036, with interest rate of 2.00 to 5.00 percent. Proceeds from the sale of the bonds will be used to finance acquisition, construction, furnishing and equipping certain District facilities, and to pay certain costs of issuing the bonds. At June 30, 2020, the principal balance outstanding of the 2012 General Obligation Bonds, 2017 Series C was \$3,365,000, and unamortized premium on issuance \$194,761.

### **2012 General Obligation Bonds, 2017 Series D**

In October 2018, the District issued the \$5,205,000 Election of 2012 General Obligation Bonds, 2017 Series D. The 2017 Series D bonds were issued as current interest bonds. The bonds have a final maturity of August 1, 2043, with interest rate of 3.00 to 5.00 percent. Proceeds from the sale of the bonds will be used to finance acquisition, construction, furnishing and equipping certain District facilities, and to pay certain costs of issuing the bonds. At June 30, 2020, the principal balance outstanding of the 2012 General Obligation Bonds, 2017 Series D was \$5,205,000, and unamortized premium on issuance \$151,738.



**General Obligation Refunding Bonds, 2019 Series A**

In October 2019, the District issued the \$6,505,000 General Obligation Refunding Bonds, 2019 Series A. The General Obligation Refunding Bonds, 2019 Series A were issued as current interest bonds. The bonds have a final maturity of August 1, 2037, with interest rate of 2.45 to 3.22 percent. Proceeds from the sale of the bonds were used to provide refunding of \$5,629,832 in capital appreciation bonds associated with the District's 2012 General Obligation Bonds, 2012 Series A that were issued in the amount of \$6,495,425. The refunding resulted in a cumulative cash flow savings of \$787,723 over the life of the new debt and an economic gain of \$638,116 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 2.94 percent. At June 30, 2020, the principal balance outstanding of the General Obligation Refunding Bonds, 2019 Series A was \$6,505,000, and deferred charge on refunding were \$490,446.

The bonds mature through 2044 as follows:

Fiscal Year	Principal Including Accreted Interest to Date	Accreted Interest	Interest to Maturity	Total
2021	\$ 1,674,256	\$ 15,744	\$ 846,167	\$ 2,536,167
2022	1,785,628	49,372	787,292	2,622,292
2023	1,675,778	309,222	755,917	2,740,917
2024	1,644,163	435,837	752,967	2,832,967
2025	1,568,874	571,126	750,723	2,890,723
2026-2030	6,491,713	2,288,287	3,679,077	12,459,077
2031-2035	6,105,000	-	3,040,708	9,145,708
2036-2040	8,300,000	-	1,650,434	9,950,434
2041-2044	3,755,000	-	320,400	4,075,400
Total	<u>\$ 33,000,412</u>	<u>\$ 3,669,588</u>	<u>\$ 12,583,685</u>	<u>\$ 49,253,685</u>

### Capital Leases

The District has entered into agreements to lease equipment. Such agreements are, in substance, purchases (capital leases) and are reported as capital lease obligations. The District's liability on lease agreements with options to purchase is summarized below:

	Ford Transit	Apple Finance	Total
Balance, July 1, 2019	\$ 21,206	\$ 291,755	\$ 312,961
Payments	<u>(7,711)</u>	<u>(145,877)</u>	<u>(153,588)</u>
Balance, July 1, 2020	<u>\$ 13,495</u>	<u>\$ 145,878</u>	<u>\$ 159,373</u>

The capital leases have minimum lease payments as follows:

Year Ending June 30,	Lease Payment
2021	\$ 153,589
2022	<u>5,784</u>
Total	159,373
Less amount representing interest	<u>(5,858)</u>
Present value of minimum lease payments	<u>\$ 153,515</u>

At June 30, 2020, the financed equipment is reported in capital assets as follows:

	Ford Transit	Apple Finance	Total
Furniture and equipment	\$ 33,836	\$ 422,203	\$ 456,039
Less accumulated depreciation	<u>(13,041)</u>	<u>(281,469)</u>	<u>(294,510)</u>
Balance, July 1, 2020	<u>\$ 20,795</u>	<u>\$ 140,734</u>	<u>\$ 161,529</u>

### Compensated Absences

Compensated absences (unpaid employee vacation) for the District at June 30, 2020, amounted to \$405,540.

## **Note 10 - Total Other Postemployment Benefit (OPEB) Liability**

### **Plan Administration**

The District's governing board administers the Postemployment Benefits Plan (the Plan). The Plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses. No assets are accumulated in the trust that meets the criteria in the paragraph 4 of GASB Statement No. 75.

### **Plan Membership**

At June 30, 2019, the valuation date, the Plan membership consisted of the following:

Inactive employees or beneficiaries currently receiving benefits payments	34
Active employees	330
	<hr/>
Total	364
	<hr/> <hr/>

### **Benefits Provided**

The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the Plan. The District's governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

The benefit payment requirements of the Plan members and the District are established and may be amended by the District, the La Habra Education Association (LHEA), the local California Service Employees Association (CSEA), and unrepresented groups. The benefit payment is based on projected pay-as-you-go financing requirements as determined annually through the agreements with the District, CTA, CSEA, and the unrepresented groups. For the measurement period June 30, 2019, the District paid \$363,361 in benefits.

### **Total OPEB Liability of the District**

The District's total OPEB liability of \$12,817,028 was measured as of June 30, 2019. The total OPEB liability used to calculate the total OPEB liability was determined by an actuarial valuation as June 30, 2019.

### **Actuarial Assumptions**

The total OPEB liability in the June 30, 2019 actuarial valuation was determined using the following assumptions, applied to all periods in the measurement, unless otherwise specified:

Inflation	2.75 percent
Salary increases	2.75 percent, average, including inflation
Discount rate	3.50 percent
Healthcare cost trend rates	4.00 percent

The discount rate was based on the Bond Buyer 20-bond General Obligation Index.

Mortality rates were based on the 2009 CalSTRS Mortality Table for certificated employees and the 2014 CalPERS Active Mortality for Miscellaneous Employees Table for classified employees. Mortality rates vary by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer. The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actual experience study for the period July 1, 2018 to June 30, 2019.

#### Changes in the Total OPEB Liability

	Total OPEB Liability
Balance, June 30, 2018	\$ 12,010,080
Service cost	868,381
Interest	465,978
Differences between expected and actual experience in the measurement of the total OPEB liability	(373,173)
Changes of assumptions	209,123
Benefit payments	(363,361)
Net change in total OPEB liability	806,948
Balance, June 30, 2019	\$ 12,817,028

Changes to the benefits terms: There were no changes to the benefit terms.

Changes of assumptions reflect a change in the discount rate from 3.80 percent for measurement period June 30, 2018 to 3.50 percent for measurement period June 30, 2019.

#### Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that one percent lower or higher than the current discount rate:

Discount Rate	Total OPEB Liability
1% decrease (2.5%)	\$ 13,506,792
Current discount rate (3.5%)	12,817,028
1% increase (4.5%)	12,123,648

**Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates**

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare costs trend rates:

Healthcare Cost Trend Rates	Total OPEB Liability
1% decrease (3.0%)	\$ 12,373,224
Current healthcare cost trend rate (4.0%)	12,817,028
1% increase (5.0%)	13,015,023

**OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources related to OPEB**

For the year ended June 30, 2020, the District recognized OPEB expense of \$1,666,828. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Amount paid by the District for OPEB as the benefits come due subsequent to measurement date	\$ 546,969	\$ -
Differences between expected and actual experience in the measurement of the total OPEB liability	-	346,131
Changes of assumptions	193,969	199,538
Total	<u>\$ 740,938</u>	<u>\$ 545,669</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ (30,892)
2022	(30,892)
2023	(30,892)
2024	(30,892)
2025	(30,892)
Thereafter	(197,240)
Total	<u>\$ (351,700)</u>

**Note 11 - Fund Balances**

Fund balances are composed of the following elements:

	General Fund	Cafeteria Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total
<b>Nonspendable</b>						
Revolving cash	\$ 25,000	\$ 316	\$ -	\$ -	\$ -	\$ 25,316
Stores inventories	101,796	30,588	-	-	-	132,384
<b>Total nonspendable</b>	<b>126,796</b>	<b>30,904</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>157,700</b>
<b>Restricted</b>						
Legally restricted programs	1,386,534	445,313	-	-	235,896	2,067,743
Capital projects	-	-	1,395,380	-	2,148,950	3,544,330
Debt services	-	-	-	2,185,977	-	2,185,977
<b>Total restricted</b>	<b>1,386,534</b>	<b>445,313</b>	<b>1,395,380</b>	<b>2,185,977</b>	<b>2,384,846</b>	<b>7,798,050</b>
<b>Assigned</b>						
Reserve for deficit spending	5,869,892	-	-	-	-	5,869,892
<b>Unassigned</b>						
Reserve for economic uncertainties	1,817,518	-	-	-	-	1,817,518
Remaining unassigned	654,029	-	-	-	-	654,029
<b>Total unassigned</b>	<b>2,471,547</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,471,547</b>
<b>Total</b>	<b>\$ 9,854,769</b>	<b>\$ 476,217</b>	<b>\$ 1,395,380</b>	<b>\$ 2,185,977</b>	<b>\$ 2,384,846</b>	<b>\$ 16,297,189</b>

**Note 12 - Risk Management**

**Property and Liability**

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2020, the District contracted with Northern Orange County Liability and Property Self-Insurance Authority, a joint powers authority, for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

### Workers' Compensation

For fiscal year 2020, the District participated in the Northern Orange County Self-Funded Workers' Compensation Insurance Agency (the Agency), a joint powers authority. The intent of the Agency is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the Agency. The workers' compensation experience of the participating districts is calculated as one experience and a common premium rate is applied to all districts in the Agency. Each participant pays its workers' compensation premium based on its individual rate. Participation in the Agency is limited to districts that can meet the Agency's selection criteria.

### Employee Medical Benefits

The District has contracted with Metropolitan Employee Benefits Association (MEBA) and Self-Insured Schools of California (SISC III), joint powers authority, to provide employee health and welfare benefits. SISC III also provides dental benefits. MEBA and SISC III are shared risk pools comprised of several local educational agencies. Rates are set through an annual calculation process. The District is not entitled to any share of the reserves maintained by MEBA and SISC III upon their withdrawal from the pool.

The District has contracted with Orange County Fringe Benefits (OCFB), a joint powers authority, to provide employee health and welfare benefits, specifically for dental and life insurance benefit. OCFB is a shared pool comprised of several local educational agencies. Rates are set through an annual calculation process. The District pays a monthly contribution, which is placed in a common fund from which claims payments are made for all participating districts. Claims are paid for all participants regardless of cash flow. The Board of Directors has a right to allocate assets or obligations to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

### Note 13 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2020. The District reported its proportionate share of net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

<u>Pension Plan</u>	<u>Net Pension Liability</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Pension Expense</u>
CalSTRS	\$ 43,635,769	\$ 13,916,085	\$ 5,203,882	\$ 5,235,569
CalPERS	19,203,306	5,333,428	189,848	3,708,399
Total	<u>\$ 62,839,075</u>	<u>\$ 19,249,513</u>	<u>\$ 5,393,730</u>	<u>\$ 8,943,968</u>

The details of each plan are as follows:

### **California State Teachers' Retirement System (CalSTRS)**

#### **Plan Description**

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

#### **Benefits Provided**

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.



The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	17.10%	17.10%
Required state contribution rate	10.328%	10.328%

### Contributions

Required member, District, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the District's total contributions were \$4,597,734.

### Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2020, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share	
District's proportionate share of net pension liability	\$ 43,635,769
State's proportionate share of the net pension liability	<u>23,806,225</u>
Total	<u>\$ 67,441,994</u>

The net pension liability was measured as of June 30, 2019. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportionate share for the measurement period June 30, 2019 and June 30, 2018, respectively, was 0.0483 percent and 0.0479 percent, resulting in a net increase in the proportionate share of 0.0004 percent.

For the year ended June 30, 2020, the District recognized pension expense of \$5,235,569. In addition, the District recognized pension expense and revenue of \$3,545,260 for support provided by the State. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Pension contributions subsequent to measurement date	\$ 4,597,734	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	3,689,223	2,293,414
Differences between projected and actual earnings on pension plan investments	-	1,680,863
Differences between expected and actual experience in the measurement of the total pension liability	110,157	1,229,605
Changes of assumptions	<u>5,518,971</u>	<u>-</u>
Total	<u>\$ 13,916,085</u>	<u>\$ 5,203,882</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows/(Inflows) of Resources</u>
2021	\$ (169,544)
2022	(1,334,408)
2023	(277,043)
2024	<u>100,132</u>
Total	<u>\$ (1,680,863)</u>

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ 1,132,096
2022	1,132,095
2023	1,726,052
2024	1,480,622
2025	395,248
Thereafter	(70,781)
Total	<u>\$ 5,795,332</u>

#### Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2018
Measurement date	June 30, 2019
Experience study	July 1, 2010 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance-PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically-linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2019, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	47%	4.8%
Fixed income	12%	1.3%
Real estate	13%	3.6%
Private equity	13%	6.3%
Risk mitigating strategies	9%	1.8%
Inflation sensitive	4%	3.3%
Cash/liquidity	2%	-0.4%

### Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 64,977,273
Current discount rate (7.10%)	43,635,769
1% increase (8.10%)	25,939,599

## California Public Employees Retirement System (CalPERS)

### Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

### Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2020, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	19.721%	19.721%

## Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the total District contributions were \$1,917,297.

## Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2020, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$19,203,306. The net pension liability was measured as of June 30, 2019. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2019 and June 30, 2018, respectively, was 0.0659 percent and 0.0617 percent, resulting in a net increase in the proportionate share of 0.0042 percent.

For the year ended June 30, 2020, the District recognized pension expense of \$3,708,399. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 1,917,297	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	1,107,063	11,734
Differences between projected and actual earnings on pension plan investments	-	178,114
Differences between expected and actual experience in the measurement of the total pension liability	1,394,931	-
Changes of assumptions	914,137	-
	<u>\$ 5,333,428</u>	<u>\$ 189,848</u>
Total		

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ 175,818
2022	(351,192)
2023	(53,218)
2024	50,478
Total	<u>\$ (178,114)</u>

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2021	\$ 1,875,722
2022	1,033,980
2023	449,722
2024	44,973
Total	<u>\$ 3,404,397</u>

#### Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2018 and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2018
Measurement date	June 30, 2019
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.15%
Investment rate of return	7.15%
Consumer price inflation	2.50%
Wage growth	Varies by entry age and service

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90 percent of scale MP-2016.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	50%	5.98%
Fixed income	28%	2.62%
Inflation assets	0%	1.81%
Private equity	8%	7.23%
Real assets	13%	4.93%
Liquidity	1%	-0.92%

#### Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	\$ 27,680,303
Current discount rate (7.15%)	19,203,306
1% increase (8.15%)	12,171,052



### **Public Agency Retirement System (PARS)**

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by Social Security or an alternative plan. The District has elected to use the PARS as its alternative plan. Contributions made by the District and an employee vest immediately. The District contributes 3.75 percent of an employee's gross earnings. An employee is required to contribute 3.75 percent of his or her gross earnings to the pension plan. The District's contributions to PARS for fiscal year ending June 30, 2020, was \$91,791.

### **On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS in the amount of \$2,486,636 (10.328 percent of annual payroll). Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on-behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been included in the calculation of available reserves.

Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated an additional 2019–2020 contribution on-behalf of school employers of \$1.1 billion for CalSTRS. A proportionate share of these contribution totaling \$834,101 has been recorded in these financial statements. On behalf payments have been included in the calculation of available reserves.

## **Note 14 - Commitments and Contingencies**

### **Grants**

The District received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2020.

### **Litigation**

The District is involved in various litigations arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2020.

**Note 15 - Participation in Public Entity Risk Pools, Joint Powers Authorities and Other Related Party Transactions**

The District is a member of the Northern Orange County Liability and Property Self-Insurance Authority, Northern Orange County Self-Funded Workers' Compensation Insurance Agency, Metropolitan Employee Benefits Association, Self-Insured Schools of California, and the Orange County Fringe Benefits joint powers authorities. The District pays an annual premium to the applicable entity for its property liability, workers' compensation and health and welfare insurance coverage. The relationships between the District and the pools are such that they are not component units of the District for financial reporting purposes.

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in these statements. Audited financial statements are generally available from the respective entities.

During the year ended June 30, 2020, the District made payments of \$330,216, \$745,309, \$901,914, \$3,896,444, and \$50,649 to the Northern Orange County Liability and Property Self-Insurance Authority, Northern Orange County Self-Funded Workers' Compensation Insurance Agency, Metropolitan Employee Benefits Association, Self-Insured Schools of California, and the Orange County Fringe Benefits, respectively, for its property liability, workers' compensation, and health and welfare insurance premiums.

**Note 16 - Subsequent Events**

Subsequent to year-end, the District has been negatively impacted by the effects of the world-wide coronavirus pandemic. The District is closely monitoring its operations, liquidity, and capital resources and is actively working to minimize the current and future impact of this unprecedented situation. As of the issuance date of these financial statements, the full impact to the District's financial position is not known beyond increased cash flow monitoring due to state apportionment deferrals.



Required Supplementary Information  
June 30, 2020

## La Habra City School District

La Habra City School District  
 Budgetary Comparison Schedule – General Fund  
 Year Ended June 30, 2020

	Budgeted Amounts		Actual	Variances - Positive (Negative)
	Original	Final		Final to Actual
<b>Revenues</b>				
Local Control Funding Formula	\$ 46,727,622	\$ 47,359,372	\$ 47,304,583	\$ (54,789)
Federal sources	2,891,745	3,154,700	2,565,403	(589,297)
Other State sources	4,759,772	6,664,165	6,418,459	(245,706)
Other local sources	2,756,067	2,712,220	3,753,534	1,041,314
<b>Total revenues</b>	<b>57,135,206</b>	<b>59,890,457</b>	<b>60,041,979</b>	<b>151,522</b>
<b>Expenditures</b>				
Current				
Certificated salaries	26,055,577	27,128,874	27,210,763	(81,889)
Classified salaries	9,591,774	10,570,818	10,633,903	(63,085)
Employee benefits	13,833,758	15,568,897	15,245,453	323,444
Books and supplies	2,277,144	2,205,125	1,765,566	439,559
Services and operating expenditures	4,812,248	5,510,059	4,872,087	637,972
Other outgo	920,645	810,097	738,328	71,769
Capital outlay	256,906	8,303	8,303	-
Debt service				
Debt service - principal	25,005	-	142,462	(142,462)
Debt service - interest and other	-	-	11,127	(11,127)
<b>Total expenditures</b>	<b>57,773,057</b>	<b>61,802,173</b>	<b>60,627,992</b>	<b>1,174,181</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(637,851)</b>	<b>(1,911,716)</b>	<b>(586,013)</b>	<b>1,325,703</b>
<b>Other Financing Uses</b>				
Transfers out	-	-	(21,069)	(21,069)
<b>Net Change in Fund Balances</b>	<b>(637,851)</b>	<b>(1,911,716)</b>	<b>(607,082)</b>	<b>1,304,634</b>
<b>Fund Balance - Beginning</b>	<b>10,461,851</b>	<b>10,461,851</b>	<b>10,461,851</b>	<b>-</b>
<b>Fund Balance - Ending</b>	<b>\$ 9,824,000</b>	<b>\$ 8,550,135</b>	<b>\$ 9,854,769</b>	<b>\$ 1,304,634</b>

La Habra City School District  
 Budgetary Comparison Schedule – Cafeteria Fund  
 Year Ended June 30, 2020

	Budgeted Amounts		Actual	Variances - Positive (Negative)
	Original	Final		Final to Actual
Revenues				
Federal sources	\$ 2,100,000	\$ 2,075,951	\$ 2,244,080	\$ 168,129
Other State sources	171,000	156,000	153,897	(2,103)
Other local sources	242,000	191,724	257,163	65,439
Total revenues	<u>2,513,000</u>	<u>2,423,675</u>	<u>2,655,140</u>	<u>231,465</u>
Expenditures				
Current				
Classified salaries	922,294	1,115,569	1,124,681	(9,112)
Employee benefits	352,590	379,691	386,622	(6,931)
Books and supplies	961,794	1,124,175	1,247,445	(123,270)
Services and operating expenditures	75,540	62,814	43,644	19,170
Other outgo	100,186	115,710	105,934	9,776
Capital Outlay	39,479	80,050	80,051	(1)
Total expenditures	<u>2,451,883</u>	<u>2,878,009</u>	<u>2,988,377</u>	<u>(110,368)</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>61,117</u>	<u>(454,334)</u>	<u>(333,237)</u>	<u>108,265</u>
Other Financing Sources				
Transfers in	<u>-</u>	<u>-</u>	<u>21,069</u>	<u>21,069</u>
Net Change in Fund Balances	61,117	(454,334)	(312,168)	142,166
Fund Balance - Beginning	<u>788,385</u>	<u>788,385</u>	<u>788,385</u>	<u>-</u>
Fund Balance - Ending	<u>\$ 849,502</u>	<u>\$ 334,051</u>	<u>\$ 476,217</u>	<u>\$ 142,166</u>

La Habra City School District  
Schedule of Changes in the District's Total OPEB Liability and Related Ratios  
Year Ended June 30, 2020

	2020	2019	2018
Total OPEB Liability			
Service cost	\$ 868,381	\$ 891,273	\$ 867,419
Interest	465,978	437,963	370,307
Differences between expected and actual experience in the measurement of the total OPEB liability	(373,173)	-	-
Changes of assumptions	209,123	(237,546)	-
Benefit payments	(363,361)	(322,639)	(310,230)
Net change in total OPEB liability	806,948	769,051	927,496
Total OPEB Liability - Beginning	12,010,080	11,241,029	10,313,533
Total OPEB Liability - Ending	<u>\$ 12,817,028</u>	<u>\$ 12,010,080</u>	<u>\$ 11,241,029</u>
Covered Payroll	N/A <sup>1</sup>	N/A <sup>1</sup>	N/A <sup>1</sup>
Total OPEB Liability as a Percentage of Covered Payroll	N/A <sup>1</sup>	N/A <sup>1</sup>	N/A <sup>1</sup>
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017

<sup>1</sup> The District's OPEB Plan is not administered through a trust and contributions are not made based on a measure of pay. Therefore, no measure of payroll is presented.

*Note:* In the future, as data becomes available, ten years of information will be presented.

La Habra City School District  
Schedule of the District's Proportionate Share of the Net Pension Liability  
Year Ended June 30, 2020

	2020	2019	2018	2017	2016	2015
<b>CalSTRS</b>						
District's proportion of the net pension liability	0.0483%	0.0479%	0.0437%	0.0467%	0.0435%	0.0484%
District's proportionate share of the net pension liability	\$ 43,635,769	\$ 44,011,390	\$ 40,417,059	\$ 37,732,719	\$ 29,313,018	\$ 28,268,236
State's proportionate share of the net pension liability	23,806,225	25,198,579	23,910,390	21,480,564	15,503,335	17,069,582
Total	<u>\$ 67,441,994</u>	<u>\$ 69,209,969</u>	<u>\$ 64,327,449</u>	<u>\$ 59,213,283</u>	<u>\$ 44,816,353</u>	<u>\$ 45,337,818</u>
District's covered payroll	<u>\$ 26,247,033</u>	<u>\$ 25,618,240</u>	<u>\$ 23,363,370</u>	<u>\$ 23,238,500</u>	<u>\$ 21,616,160</u>	<u>19,893,845</u>
District's proportionate share of the net pension liability as a percentage of its covered payroll	166%	172%	173%	162%	136%	142%
Plan fiduciary net position as a percentage of the total pension liability	73%	71%	69%	70%	74%	77%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
<b>CalPERS</b>						
District's proportion of the net pension liability	0.0659%	0.0617%	0.0574%	0.0577%	0.0575%	0.0580%
District's proportionate share of the net pension liability	\$ 19,203,306	\$ 16,453,052	\$ 13,700,543	\$ 11,391,499	\$ 8,468,284	\$ 6,588,218
District's covered payroll	<u>\$ 9,128,662</u>	<u>\$ 8,517,906</u>	<u>\$ 7,044,448</u>	<u>\$ 6,931,746</u>	<u>\$ 6,393,628</u>	<u>6,096,717</u>
District's proportionate share of the net pension liability as a percentage of its covered payroll	210%	193%	194%	164%	132%	108%
Plan fiduciary net position as a percentage of the total pension liability	70%	71%	72%	74%	79%	83%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014

*Note :* In the future, as data becomes available, ten years of information will be presented.

La Habra City School District  
Schedule of the District Contributions  
Year Ended June 30, 2020

	2020	2019	2018	2017	2016	2015
<b>CalSTRS</b>						
Contractually required contribution	\$ 4,597,734	\$ 4,273,017	\$ 3,696,712	\$ 2,939,112	\$ 2,493,491	\$ 1,919,515
Less contributions in relation to the contractually required contribution	4,597,734	4,273,017	3,696,712	2,939,112	2,493,491	1,919,515
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Covered payroll	\$ 26,887,333	\$ 26,247,033	\$ 25,618,240	\$ 23,363,370	\$ 23,238,500	\$ 21,616,160
Contributions as a percentage of covered payroll	17.10%	16.28%	14.43%	12.58%	10.73%	8.88%
<b>CalPERS</b>						
Contractually required contribution	\$ 1,917,297	\$ 1,648,819	\$ 1,322,916	\$ 978,333	\$ 821,204	\$ 752,594
Less contributions in relation to the contractually required contribution	1,917,297	1,648,819	1,322,916	978,333	821,204	752,594
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Covered payroll	\$ 9,722,108	\$ 9,128,662	\$ 8,517,906	\$ 7,044,448	\$ 6,931,746	\$ 6,393,628
Contributions as a percentage of covered payroll	19.721%	18.062%	15.531%	13.888%	11.847%	11.771%

*Note :* In the future, as data becomes available, ten years of information will be presented.



## Note 1 - Purpose of Schedules

### Budgetary Comparison Schedules

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United State of America as prescribed by the Governmental Accounting Standards Board and provisions of the California *Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

These schedules present information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

At June 30, 2020, the following District major fund exceeded the budgeted amount in total as follows:

Funds	Expenditures and Other Uses		
	Budget	Actual	Excess
Cafeteria Fund	\$ 2,878,009	\$ 2,988,377	\$ 110,368

### Schedule of Changes in the District's Total OPEB Liability and Related Ratios

This schedule presents information on the District's changes in the total OPEB liability, including beginning and ending balances, and the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

- **Change in Benefit Terms** – There were no changes in benefit terms.
- **Change of Assumptions** – The discount rate changed from 3.80 percent for measurement period June 30, 2018 to 3.50 percent for measurement period June 30, 2019.

#### **Schedule of the District's Proportionate Share of the Net Pension Liability**

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

- ***Changes in Benefit Terms*** – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.
- ***Changes of Assumptions*** – There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

#### **Schedule of District Contributions**

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.



Supplementary Information  
June 30, 2020

## La Habra City School District

La Habra City School District  
Schedule of Expenditures of Federal Awards  
June 30, 2020

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through California Department of Education (CDE)			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 1,079,728
Title II, Part A, Supporting Effective Instruction	84.367	14341	193,317
Title III, English Learner Student Program	84.365	14346	122,507
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	81,177
Passed through North Orange County SELPA			
Special Education Cluster			
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	1,054,716
Preschool Grants, Part B, Sec 619	84.173	13430	33,958
			<u>1,088,674</u>
Total Special Education Cluster			<u>1,088,674</u>
Total U.S. Department of Education			<u>2,565,403</u>
U.S. Department of Agriculture			
Passed Through California Department of Education			
Child Nutrition Cluster			
National School Lunch Program	10.555	13396	1,171,691
Especially Needy Breakfast Program	10.553	13526	495,066
Meal Supplements	10.555	13755	104,447
Summer Food Service Program	10.559	13004	219,493
Commodities	10.555	13396	204,690
			<u>2,195,387</u>
Total Child Nutrition Cluster			<u>2,195,387</u>
NSLP Equipment Assistance Grants	10.579	14906	48,693
Total U.S. Department of Agriculture			<u>2,244,080</u>
Total Expenditures of Federal Awards			<u>\$ 4,809,483</u>

<sup>1</sup> Pass-Through Entity Number not available.

## ORGANIZATION

The La Habra City School District was established in 1896 and covers eight square miles and is located in Orange County. The District operates under a locally elected five-member Board form of government and provides educational services to grades TK-8 as mandated by the State and/or Federal agencies. The District operates seven elementary schools and two middle schools. There were no boundary changes during the year.

## GOVERNING BOARD

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Sandi Baltes	President	2020
Mr. John Dobson	Vice President/Clerk	2020
Ms. Cynthia Aguirre	Member	2022
Mr. Adam Rogers	Member	2022
Ms. Ofelia Hanson	Member	2020

## ADMINISTRATION

Dr. Joanne Culverhouse	Superintendent
Dr. Teresa Egan	Assistant Superintendent of Human Resources
Ms. Christeen Betz	Chief Business Official
Dr. Sheryl Tucker	Assistant Superintendent of Education Services
Dr. Cammie Nguyen	Administrative Director of Special Education and Student Services
Mr. David Soto	Chief Technology Officer

La Habra City School District  
Schedule of Average Daily Attendance  
Year Ended June 30, 2020

	Final Report	
	Second Period Report 167BD73C	Annual Report 081A9367
Regular ADA		
Transitional kindergarten through third	1,978.35	1,978.35
Fourth through sixth	1,493.68	1,493.68
Seventh and eighth	969.03	969.03
Total Regular ADA	4,441.06	4,441.06
Extended Year Special Education		
Transitional kindergarten through third	3.14	3.14
Fourth through sixth	1.55	1.55
Seventh and eighth	0.74	0.74
Total Extended Year Special Education	5.43	5.43
Special Education, Nonpublic, Nonsectarian Schools		
Fourth through sixth	0.25	0.25
Seventh and eighth	2.67	2.67
Total Special Education, Nonpublic, Nonsectarian Schools	2.92	2.92
Extended Year Special Education, Nonpublic, Nonsectarian Schools		
Fourth through sixth	0.11	0.11
Seventh and eighth	0.07	0.07
Total Extended Year Special Education, Nonpublic, Nonsectarian Schools	0.18	0.18
Total ADA	4,449.59	4,449.59

La Habra City School District

Schedule of Instructional Time

Year Ended June 30, 2020

Grade Level	1986-1987 Minutes Requirement	2019-2020 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Kindergarten	36,000	39,065	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		54,545	180	N/A	Complied
Grade 2		54,545	180	N/A	Complied
Grade 3		54,545	180	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		54,930	180	N/A	Complied
Grade 5		54,930	180	N/A	Complied
Grade 6		54,930	180	N/A	Complied
Grades 7 - 8	54,000				
Grade 7		59,455	180	N/A	Complied
Grade 8		59,455	180	N/A	Complied

La Habra City School District  
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements  
Year Ended June 30, 2020

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There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2020.



La Habra City School District  
Schedule of Financial Trends and Analysis  
Year Ended June 30, 2020

	(Budget) 2021 <sup>1</sup>	2020	2019	2018
General Fund Revenues	\$ 54,183,654	\$ 60,041,979	\$ 61,113,138	\$ 53,991,836
Other sources	-	-	1,000,000	422,203
Total Revenues and Other Sources	54,183,654	60,041,979	62,113,138	54,414,039
Expenditures	57,693,171	60,627,992	61,055,620	56,457,581
Other uses and transfers out	-	21,069	28,489	5,129
Total Expenditures and Other Uses	57,693,171	60,649,061	61,084,109	56,462,710
Increase/(Decrease) in Fund Balance	(3,509,517)	(607,082)	1,029,029	(2,048,671)
Ending Fund Balance	\$ 6,345,252	\$ 9,854,769	\$ 10,461,851	\$ 9,432,822
Available Reserves <sup>2</sup>	\$ 1,736,308	\$ 2,471,547	\$ 5,543,135	\$ 2,796,986
Available Reserves as a Percentage of Total Outgo <sup>3</sup>	3.01%	4.08%	9.41%	4.95%
Long-Term Liabilities	N/A	\$ 109,779,573	\$ 106,746,553	\$ 95,172,668
K-12 Average Daily Attendance at P-2	4,413	4,450	4,426	4,477

The General Fund balance has increased by \$421,947 over the past two years. The fiscal year 2020-2021 budget projects a decrease of \$3,509,517 (35.6 percent). For a district this size, the State recommends available reserves of at least three percent of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating deficit in two of the past three years and anticipates incurring an operating deficit during the 2020-2021 fiscal year. Total long-term obligations have increased by \$14,606,905 over the past two years.

Average daily attendance has decreased by 27 over the past two years. An additional decline of 37 ADA is anticipated during fiscal year 2020-2021.

<sup>1</sup> Budget 2021 is included for analytical purposes only and has not been subjected to audit.

<sup>2</sup> Available reserves consist of all unassigned fund balances including all amounts reserved for economic uncertainties contained within the General Fund.

<sup>3</sup> On-behalf payments of \$2,171,467 relating to Senate Bill 90 have been excluded from the calculation of available reserves for the fiscal year ending June 30, 2019.

La Habra City School District  
Combining Balance Sheet – Non-Major Governmental Funds  
June 30, 2020

	Child Development Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds
<b>Assets</b>					
Deposits and investments	\$ 278,762	\$ 10	\$ 926,833	\$ 1,022,185	\$ 2,227,790
Receivables	256	-	2,755	691	3,702
Due from other funds	-	-	-	197,492	197,492
<b>Total assets</b>	<b>\$ 279,018</b>	<b>\$ 10</b>	<b>\$ 929,588</b>	<b>\$ 1,220,368</b>	<b>\$ 2,428,984</b>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities</b>					
Accounts payable	\$ 40,909	\$ -	\$ 755	\$ 251	\$ 41,915
Due to other funds	2,213	10	-	-	2,223
<b>Total liabilities</b>	<b>43,122</b>	<b>10</b>	<b>755</b>	<b>251</b>	<b>44,138</b>
<b>Fund Balances</b>					
Restricted	235,896	-	928,833	1,220,117	2,384,846
<b>Total liabilities and fund balances</b>	<b>\$ 279,018</b>	<b>\$ 10</b>	<b>\$ 929,588</b>	<b>\$ 1,220,368</b>	<b>\$ 2,428,984</b>

La Habra City School District

Combining Statement of Revenues, Expenditure, and Changes in Fund Balances – Non-Major Governmental  
Funds  
June 30, 2020

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	Child Development Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds
Revenues					
Other local sources	<u>\$ 387,329</u>	<u>\$ 10</u>	<u>\$ 40,278</u>	<u>\$ 276,397</u>	<u>\$ 704,014</u>
Expenditures					
Current					
Pupil services					
All other pupil services	8	-	-	-	8
Plant services	-	10	-	18,974	18,984
Enterprise services	480,196	-	-	-	480,196
Facility acquisition and construction	<u>-</u>	<u>-</u>	<u>50,823</u>	<u>23,590</u>	<u>74,413</u>
Total expenditures	<u>480,204</u>	<u>10</u>	<u>50,823</u>	<u>42,564</u>	<u>573,601</u>
Net Change in Fund Balances	(92,875)	-	(10,545)	233,833	130,413
Fund Balance - Beginning	<u>328,771</u>	<u>-</u>	<u>939,378</u>	<u>986,284</u>	<u>2,254,433</u>
Fund Balance - Ending	<u><u>\$ 235,896</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 928,833</u></u>	<u><u>\$ 1,220,117</u></u>	<u><u>\$ 2,384,846</u></u>

## **Note 1 - Purpose of Schedules**

### **Schedule of Expenditures of Federal Awards**

#### Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the La Habra City School District (the District) under programs of the federal government for the year ended June 30, 2020. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the La Habra City School District, it is not intended to and does not present the financial position of the District.

#### Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

#### Indirect Cost Rate

The District has not elected to use the ten percent de minimis cost rate.

#### Food Donation

Nonmonetary assistance is reported in the schedule at the fair market value of the commodities received and disbursed. At June 30, 2020, the District did not report any commodities in inventory.

### **Local Education Agency Organization Structure**

This schedule provides information about the District's boundaries and schools operated members of the governing board, and members of the administration.

### **Schedule of Average Daily Attendance (ADA)**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

### **Schedule of Instructional Time**

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District has met its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46200 through 46206.

Districts must maintain their instructional minutes at 1986-87 requirements, as required by *Education Code* Section 46201.

Due to school closures caused by COVID-19, the District filed the COVID-19 School Closure Certification certifying that schools were closed for 53 days due to the pandemic. As a result, the District received credit for these 53 days in meeting the annual instructional days requirement. In addition, planned minutes covered by the COVID-19 School Closure Certification were included in the Actual Minutes column, but were not actually offered due to the COVID-19 school closure.

### **Reconciliation of Annual Financial and Budget Report With Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

### **Schedule of Financial Trends and Analysis**

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

### **Non-Major Governmental Funds - Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balance**

The Non-Major Governmental Funds Combining Balance Sheet and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance is included to provide information regarding the individual funds that have been included in the Non-Major Governmental Funds column on the Governmental Funds Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balance.



Independent Auditor's Reports  
June 30, 2020

## La Habra City School District



**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

Governing Board  
La Habra City School District  
La Habra, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of La Habra City School District, (the District), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise La Habra City School District's basic financial statements and have issued our report thereon dated February 5, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered La Habra City School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of La Habra City School District's internal control. Accordingly, we do not express an opinion on the effectiveness of La Habra City School District's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether La Habra City School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of La Habra City School District in a separate letter dated February 5, 2021.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Sallie LLP".

Rancho Cucamonga, California  
February 5, 2021





## **Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance**

Governing Board  
La Habra City School District  
La Habra, California

### **Report on Compliance for Each Major Federal Program**

We have audited La Habra City school District's (the District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of La Habra City school District's major federal programs for the year ended June 30, 2020. La Habra City school District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

### **Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of La Habra City school District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about La Habra City school District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of La Habra City school District's compliance.

### **Opinion on Each Major Federal Program**

In our opinion, La Habra City school District's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

### **Report on Internal Control over Compliance**

Management of La Habra City school District's is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered La Habra City School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the La Habra City School District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Eide Bailly LLP*

Rancho Cucamonga, California  
February 5, 2021



## Independent Auditor's Report on State Compliance

Governing Board  
La Habra City School District  
La Habra, California

### Report on State Compliance

We have audited La Habra City School District's (the District) compliance with the types of compliance requirements described in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the state laws and regulations listed in the table below for the year ended June 30, 2020.

### Management's Responsibility

Management is responsible for compliance with the state laws and regulations as identified in the table below.

### Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with state laws and regulations based on our audit of the types of compliance requirements referred to below. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements listed below has occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on state compliance. However, our audit does not provide a legal determination of the District's compliance.

**Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with laws and regulations applicable to the following items:

	Procedures Performed
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
<b>CHARTER SCHOOLS</b>	
Attendance	No, see below
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	No, see below
Charter School Facility Grant Program	No, see below

The District does not offer an Independent Study Program; therefore, we did not perform procedures related to the Independent Study Program.

The District does not offer a Continuation Education Program; therefore, we did not perform procedures related to the Continuation Education Program.

The District did not offer an Early Retirement Incentive Program during the current year; therefore, we did not perform procedures related to the Early Retirement Incentive Program.

The District does not have any Juvenile Court Schools; therefore, we did not perform any procedures related to Juvenile Court Schools.

The District does not have Middle or Early College High School Program; therefore, we did not perform any procedures related to the Middle or Early College High School Program.

The District does not offer an Apprenticeship Program; therefore, we did not perform any procedures for the Apprenticeship Program.

The District does not offer a District of Choice Program; therefore, we did not perform any procedures for the District of Choice Program.

The District did not have any expenditures related to the California Clean Energy Jobs Act and the District did not submit any final completion reports during the fiscal year; therefore, we did not perform any procedures related to the California Clean Energy Jobs Act.

The District does not offer a Before School Education and Safety Program; therefore, we did not perform any procedures related to the Before School Education and Safety Program.

The District did not offer an Independent Study-Course Based Program; therefore, we did not perform any procedures related to the Independent Study-Course Based Program.

The District does not have any Charter Schools; therefore, we did not perform any procedures for Charter School Programs.

***Unmodified Opinion***

In our opinion, La Habra City School District complied with the laws and regulations of the state programs referred to above for the year ended June 30, 2020.

The purpose of this report on state compliance is solely to describe the results of our testing based on the requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

*Eide Bailly LLP*

Rancho Cucamonga, California  
February 5, 2021



Schedule of Findings and Questioned Costs  
June 30, 2020

## La Habra City School District

**FINANCIAL STATEMENTS**

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

**FEDERAL AWARDS**

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Child Nutrition Cluster	10.553, 10.555, 10.559
Dollar threshold used to distinguish between type A and type B programs:	\$ 750,000
Auditee qualified as low-risk auditee?	Yes

**STATE COMPLIANCE**

Type of auditor's report issued on compliance for programs:	Unmodified
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None reported.



None reported.

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



Management  
La Habra City School District  
La Habra, California

In planning and performing our audit of the financial statements of La Habra City School District (the District) for the year ended June 30, 2020, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit, we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated February 5, 2021, on the government-wide financial statements of the District.

#### **ASB Observations**

##### *Imperial Middle School*

##### Observations

1. Cash collections are not accounted for properly. Cash collections are not supported by sub-receipts or logs that tie the total to the cash count sheet. Five of five deposits tested did not have sufficient support or a paper trail; therefore, the auditor was unable to confirm if these deposits were intact and deposited in a timely manner.
2. Based on the review of the disbursement procedures, it was noted that one of seven disbursements tested were not approved prior to transactions taking place. This could potentially lead to spending in excess of available funds. Additionally, expenditures of a questionable nature could arise if disbursements are not pre-approved.
3. Based on the review of the disbursement procedures, it was noted that five of seven disbursements were made without explicit receiving documentation for goods being ordered.
4. Based on the review of the disbursement procedures it was noted that two of seven expenditures were not adequately supported by an invoice.

## Recommendations

1. Pre-numbered triplicate receipts or logs should be utilized when collecting money for all ASB events and transactions. If utilizing a log, the students name and amount being turned in should be documented. If using a receipt book, the receipts should be issued in sequential order to all individuals turning in monies for ASB events. Teachers and Administrators who collect monies should be equipped with a triplicate receipts book or log sheet. The white copy of the receipt should be issued to the person turning in the monies, the yellow receipt or log sheet should be utilized for deposit back-up, and the pink copy should be retained in the receipt book for audit purposes. When teachers are turning in monies for deposit, a cash count sheet should be turned in with the yellow copy of the receipts and monies to clearly identify the total amount being turned in.
2. In order to ensure proper internal controls over the ASB disbursements, the site should ensure that all disbursement transactions are pre-approved by authorized administrative personnel and the student council. This would allow the reviewing administrator and/or the student council to determine if the proposed activities are appropriate and to determine if sufficient funding is available to finance the activities or the purchases.
3. All goods being ordered should be documented with explicit receiving documentation. Documentation should indicate the date that the goods have been received and documentation regarding whether or not the goods have been received intact, undamaged, and in the correct quantities. Payments for vendor invoices should only be made once the receiving documentation is available.
4. The site should maintain proper documentation of expenditures including invoices and receipts. ASB should ensure that all disbursement requests are supported by adequate invoices prior to the checks being issued. This will identify and prevent potential misappropriation of ASB funds.

We will review the status of the current year comments during our next audit engagement.

*Eide Sully LLP*

Rancho Cucamonga, California  
February 5, 2021

## La Habra City School District

**To:** Board of Trustees  
**From:** Christeen Betz, Chief Business Official  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** 2019-20 Annual Audit for Bond Measure O

---

### **Background:**

In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges, under certain circumstances and subject to certain conditions.

Pursuant to the requirements of Proposition 39, and related state legislation, the Governing Board of the District established a Citizens' Bond Oversight Committee and appointed its initial members. The principal purpose of the Citizens' Bond Oversight Committee, as set out in state law, is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the Measure O bond authorization.

The Citizens' Bond Oversight Committee is required to issue at least one report annually as to its activities and findings.

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the Measure O bond fund have been expended only for the authorized bond projects. The report shall include an audit of income and expenditures.

### **Rationale:**

The La Habra City School District contracts with Eide Bailly LLP to perform the annual bond audit that is required.

### **Recommended Action:**

None

### **Financial Implications, if any:**

None



Financial and Performance Audits  
Building Fund (Measure O)  
June 30, 2020

La Habra City School District

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Financial Audit  
Building Fund (Measure O)  
June 30, 2020  
**La Habra City School District**



## Independent Auditor's Report

Governing Board and  
Citizens Oversight Committee  
La Habra City School District  
La Habra, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the La Habra City School District's (the District), Building Fund (Measure O), as of and for the year ended June 30, 2020, and the related notes to the financial statements, as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statement in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of financial statements, whether due to error or fraud. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting principles used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Building Fund (Measure O) of La Habra City School District as of June 30, 2020, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in the United States of America.

**Emphasis of Matter**

As discussed in Note 1, the financial statements of the Building Fund specific to Measure O are intended to present the financial position and the changes in financial position attributable to the transactions of that Fund. They do not purport to, and do not, present fairly the financial position of La Habra City School District as of June 30, 2020, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated February 5, 2021, on our consideration of La Habra City School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of La Habra City School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering La Habra City School District's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California  
February 5, 2021

La Habra City School District  
Building Fund (Measure O)

Balance Sheets  
June 30, 2020

---

Assets

Investments	\$ 1,685,796
Accounts receivable	<u>1,722</u>
Total Assets	<u><u>\$ 1,687,518</u></u>

Liabilities And Fund Balance

Liabilities

Accounts payable	\$ 291,330
Due to other funds	<u>808</u>
Total Liabilities	<u>292,138</u>

Fund Balance

Restricted for capital projects	<u>1,395,380</u>
Total Liabilities and Fund Balance	<u><u>\$ 1,687,518</u></u>

La Habra City School District  
 Building Fund (Measure O)  
 Statement of Revenues, Expenditures, and Changes in Fund Balance  
 June 30, 2020

---

Revenues	
Local income	
Interest income	<u>\$ 56,988</u>
Expenditures	
Current	
Salaries and benefits	124,496
Supplies	
Materials	27,850
Noncapitalized equipment	137,517
Services	
Rents, leases, and repairs	86,337
Consulting/professional services	241,587
Capital outlay	
Buildings & improvements	212,170
Construction	1,722,588
Architect fees	83,352
Inspection (construction)	8,789
Equipment	9,820
Equipment Replacement	<u>43,323</u>
Total Expenditures	<u>2,697,829</u>
Net Change in Fund Balance	(2,640,841)
Fund Balance - Beginning	<u>4,036,221</u>
Fund Balance - Ending	<u><u>\$ 1,395,380</u></u>

## **Note 1 - Summary of Significant Accounting Policies**

The accounting policies of the La Habra City School District's (the District) Building Fund (Measure O) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA). The La Habra City School District Building Fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

### **Financial Reporting**

The financial statements include only the Building Fund of the La Habra City School District used to account for Measure O projects. This Fund was established to account for the expenditures of general obligation bonds issued under Measure O. These financial statements are not intended to present fairly the financial position and results of operations of the La Habra City School District in compliance with accounting principles generally accepted in the United States of America.

### **Fund Accounting**

The operations of the Building Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

### **Basis of Accounting**

The Building Fund is accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources.

### **Budgets and Budgetary Accounting**

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's governing board adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

### **Encumbrances**

The District utilizes an encumbrance accounting system under which purchase orders, contracts and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid, and all outstanding encumbrances are liquidated at June 30 since they do not constitute expenditures or liabilities.

### **Fund Balance - Building Fund (Measure O)**

As of June 30, 2020, the fund balance is classified as follows:

**Restricted** - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

### **Spending Order Policy**

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

### **Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

## **Note 2 - Investments**

### **Policies and Practices**

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instrument; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreement; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security, and collateralized mortgage obligations.

### Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statement at amounts based upon the District's pro-rata share of the fairly value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

### General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

### Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Orange County Treasury Investment Pool is not required to be rated, nor has been rated as of June 30, 2020.



### Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value is to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Orange County Treasury Investment Pool. The District maintains a Building Fund (Measure O) investment of \$1,685,796 with the Orange County Treasury Investment Pool, with an average maturity of 266 days.

### Note 3 - Accounts Receivable

Accounts receivable at June 30, 2020, consisted of the following:

Interest	\$ 1,722
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### Note 4 - Interfund Transactions

Interfund Receivables/Payables (Due To/Due From)

Interfund payable balance at June 30, 2020, was as follows:

A balance of \$808 is due from the Building Fund (Measure O) to the General Fund for the reimbursement of expenditures.

### Note 5 - Accounts Payable

Accounts payable at June 30, 2020, consisted of the following:

Salaries and Benefits	\$ 13,310
Supplies	6,005
Services	69,551
Capital outlay	202,402
Other vendor payables	62
	<hr/>
Total	\$ 291,330

**Note 6 - Commitments and Contingencies**

**Litigation**

The District is not currently a party to any legal proceedings related to the Building Fund (Measure O) as of June 30, 2020.



Independent Auditor's Report  
June 30, 2020

## La Habra City School District



**Independent Auditor's Report on Internal Control over Financial Reporting and  
on Compliance and Other Matters Based on an Audit of Financial Statements Performed  
in Accordance with *Government Auditing Standards***

Governing Board and  
Citizens Oversight Committee  
La Habra City School District  
La Habra, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the La Habra City School District (the District) Building Fund (Measure O) as of and for the year ended June 30, 2020, and the related notes of the financial statements, and have issued our report thereon dated February 5, 2021.

**Emphasis of Matter**

As discussed in Note 1, the financial statements of the Building Fund specific to Measure O are intended to present the financial position and the changes in financial position attributable to the transactions of that Fund. They do not purport to, and do not, present fairly the financial position of La Habra City School District as of June 30, 2020, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered La Habra City School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of La Habra City School District's internal control. Accordingly, we do not express an opinion on the effectiveness of La Habra City School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's Building Fund (Measure O) financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether La Habra City School District's Building Fund (Measure O) financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Eide Bailly LLP*

Rancho Cucamonga, California  
February 5, 2021



Schedule of Findings and Questioned Costs  
June 30, 2020

## La Habra City School District

None reported.

La Habra City School District  
Building Fund (Measure O)  
Summary of Schedule of Prior Audit Findings  
June 30, 2020

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There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.





Performance Audit  
Building Fund (Measure O)  
June 30, 2020

## La Habra City School District



## Independent Auditor's Report on Performance

Governing Board and  
Citizens Oversight Committee  
La Habra City School District  
La Habra, California

We were engaged to conduct a performance audit of the La Habra City School District (the District) Building Fund (Measure O) for the year ended June 30, 2020.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The results of our tests indicated that the District expended Building Fund (Measure O) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

This report is intended solely for the information and use of the District, and is not intended to be and should not be used by anyone other than this specified party.

*Eide Bailly LLP*

Rancho Cucamonga, California  
February 5, 2021

### **Authority for Issuance**

The general obligation bonds associated with Measure O were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California Education Code, and other applicable provisions of law. The bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County on August 1, 2012 (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District on July 26, 2012.

The District received authorization at an election held on November 6, 2012, to issue bonds of the District in an aggregate principal amount not to exceed \$31,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55 percent of the votes cast by eligible voters within the District (the 2012 Authorization). The bonds represent all series of the authorized bonds to be issued under the 2012 Authorization.

### **Purpose of Issuance**

To modernize and improve classrooms and support facilities, upgrade libraries and science labs, increase student and teacher access to computers and modern classroom technology, improve student safety, replace leaky roofs and upgrade lighting, window, utility, heating, and ventilation systems to reduce annual operating costs shall the La Habra City School District be authorized to issue up to \$31,000,000 in bonds at legal interest rates, with an Independent Citizens' Oversight Committee, annual audits, and no money for administrator salaries.

### **Authority for the Audit**

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55 percent of the electorate. In addition to reducing the approval threshold from two-thirds to 55 percent, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in Education Code sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.
2. The school district must list the specific school facilities projects to be funded in the ballot measure, and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.
3. Requires the school district to appoint a citizen's oversight committee.

4. Requires the school district to conduct an annual independent financial audit and performance audit in accordance with the Government Auditing Standards issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.
5. Requires the school district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

### **Objectives of the Audit**

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure O.
2. Determine whether salary transactions, charged to the Building Fund were in support of Measure O and not for District general administration or operations.

### **Scope of the Audit**

The scope of our performance audit covered the period of July 1, 2019 to June 30, 2020. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2020, were not reviewed or included within the scope of our audit or in this report.

### **Methodology**

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2020, for the Building Fund (Measure O). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure O as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.

2. We selected a sample of expenditures using the following criteria:
  - a. We considered all expenditures recorded in all object codes, including transfers out.
  - b. We considered all expenditures recorded in all projects that were funded from July 1, 2019 through June 30, 2020 from Measure O bond proceeds.
  - c. We selected all expenditures that were individually significant expenditures. Individually significant expenditures were identified as individual transactions (expenditures) that exceeded approximately two percent of the total expenditures incurred.
  - d. For all items below the individually significant threshold identified in item 2c, judgmentally selected expenditures based on risk assessment and consideration of coverage of all object codes, including transfers out, and projects for period starting July 1, 2019 and ending June 30, 2020.
3. Our sample included transactions totaling \$1,731,487. This represents 64 percent of the total expenditures of \$2,697,829, including transfers out.
4. We reviewed the actual invoices and other supporting documentation to determine that:
  - a. Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
  - b. Expenditures were supported by proper bid documentation, as applicable.
  - c. Expenditures were expended in accordance with voter-approved bond project list.
  - d. Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.
5. We determined that the District has met the compliance requirement of Measure O if the following conditions were met:
  - a. Supporting documents for expenditures were aligned with the voter-approved bond project list.
  - b. Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the Districts.

## Conclusion

The results of our tests indicated that, in all significant respects, the La Habra City School District has properly accounted for the expenditures held in the Building Fund (Measure O) and that such expenditures were made for authorized Bond projects. Further, it was noted that funds held in the Building Fund (Measure O), and expended by the District, were used for salaries only to the extent they perform administrative oversight work on construction projects as allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.



Schedule of Findings and Questioned Costs  
June 30, 2020

## La Habra City School District

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



## La Habra City School District

**To:** Board of Trustees  
**From:** Manuel Tafoya, Supervisor of Purchasing and Stores  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** KYA Services, LLC. CMAS 4-20-78-0089C for indoor and outdoor flooring and playground equipment, materials and related services

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### **Background:**

Public Contract Code Sections 10298 & 10299 authorizes school districts to contract, without further competitive bidding, with suppliers awarded State of California Department of General Services (DGS) contracts, master agreements, multiple awards schedules or cooperative agreements, including agreements with entities outside the state which have a California Participating Addendum. The California Multiple Award Schedules (CMAS) program offers contracts with a wide variety of commodity, non-IT services and information technology products and services. These CMAS contracts are based on an existing previously bid and awarded Federal GSA multiple award schedule for the same product and/or service, at a price that is equal or lower with added State of California contract terms and conditions, procurement codes, policies and guidelines.

### **Rationale:**

The District has an ongoing need to purchase indoor and outdoor flooring and playground equipment, materials and associated services for repairs, replacements and construction projects. KYA Services has available a CMAS contract for indoor and outdoor flooring and playground equipment, materials and related installations; and is an authorized dealer of flooring products meeting LHCS Design and Construction Standards. Staff is requesting a delegation of authority for the Superintendent or designee to approve purchases utilizing this CMAS contract as needed.

### **Recommended Action:**

It is recommended that the Board of the La Habra City School District utilize CMAS contract no. 4-20-78-0089C awarded to KYA Services, LLC for the as needed purchases of flooring materials and installations for the term of the contract through February 10, 2025, inclusive of future contract renewals.

### **Financial Implication, if any:**

Expenditures will be made from site and program budgets and purchase orders will be submitted to the Superintendent or designee for approval.

## La Habra City School District

**To:** Board of Trustees  
**From:** Manuel Tafoya, Supervisor of Purchasing and Stores  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** SupplyMaster, Inc. CMAS 3-19-70-3096E for Hewlett Packard computers, printers, scanners, inks, toners and accessories

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### **Background:**

Public Contract Code Sections 10298 & 10299 authorizes school districts to contract, without further competitive bidding, with suppliers awarded State of California Department of General Services (DGS) contracts, master agreements, multiple awards schedules or cooperative agreements, including agreements with entities outside the state which have a California Participating Addendum. The California Multiple Award Schedules (CMAS) program offers contracts with a wide variety of commodity, non-IT services and information technology products and services. These CMAS contracts are based on an existing previously bid and awarded Federal GSA multiple award schedule for the same product and/or service, at a price that is equal or lower with added State of California contract terms and conditions, procurement codes, policies and guidelines.

### **Rationale:**

The District has an ongoing need to purchase computer, tablets, scanners and printers for upgrades or new applications. Additionally the District has a continuous need for printer supplies to support existing and future equipment. SupplyMaster Inc. has available a CMAS contract for Hewlett Packard computer, printers, scanners, inks, toners and accessories. Staff is requesting a delegation of authority for the Superintendent or designee to approve purchases utilizing this CMAS contract as needed.

### **Recommended Action:**

It is recommended that the La Habra City School District utilize CMAS contract no. 3-19-70-3096E awarded to SupplyMaster, Inc. KYA Services, LLC for the as needed purchases of computers, printers, scanners, inks, toners and accessories for the term of the contract through September 26, 2024, inclusive of future contract renewals.

### **Financial Implication, if any:**

Expenditures will be made from site and program budgets and purchase orders will be submitted to the Superintendent or designee for approval.

**LA HABRA CITY SCHOOL DISTRICT  
JOB DESCRIPTION**

**PERSONNEL TECHNICIAN II**

**Definition**

Under general direction of the Director of Classified Personnel, performs highly responsible and confidential administrative duties for the Director of Classified Personnel, and the Personnel Commission; perform responsible technical work to serve employees and applicants using considerable independent judgment to interpret, apply and explain policies and regulations to officials, staff and the public including Merit System laws, rules and procedures.

**Distinguishing Characteristics**

Perform highly responsible and confidential personnel duties related to recruitment and selection, reporting, and the administration, and interpretation of Personnel Commission rules and policies. Incumbents must have working knowledge of Workers Compensation, Insurance and Benefits, Board Policy & Administrative Regulations, Classified Collective Bargaining Agreement, applicable Education Code sections, Merit System laws and the organization of the District. This position is pivotal in facilitating the District classified employment program and the efficient daily operations of the Classified Personnel office.

**Essential Duties**

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Receive, screen and route telephone calls; refer calls or visitors to appropriate staff members; respond to requests, concerns and questions as needed; maintain an understanding of the programs and functions of the department and their relationship to the District operation as a whole;
- Coordinate communication and information from the Personnel department; obtain, interpret, apply and explain Merit System rules policies and regulations to officials, staff and the public;
- Coordinate the preparation and distribution of Personnel Commission agendas; attend Personnel Commission meetings and record proceedings in a prescribed manner; prepare and distribute comprehensive minutes; maintain records of Personnel Commission meetings;
- Compile, edit or update Personnel Commission Agenda items for Administrative review;
- Compose letters, memos, statistical data and other materials with or without rough drafts regarding employment or other personnel matters;

## Personnel Technician II Job Description

- Assist in the coordination of hiring activities including advertising, screening, and testing;
- Gather and prepare data required for preparation of board reports;
- Maintain a variety of complex personnel records, lists, files and records including confidential materials;
- Confer with administrators, employees and employee organizations, and public agency representatives in meetings, through correspondence and by telephone, relative to recruitment and selection, rules and personnel transactions;
- Assist Director in the preparation of an annual report to the Personnel Commission;
- Assist with the preparation of the annual departmental budget and administer budgetary expenditures;
- Input, access, develop, and maintain the classified employee database and retrieve information for routine and special reports as required;
- Serve as a resource to provide information in conjunction with Collective Bargaining Agreements, Education Code, Labor law, and/or Merit Rules;
- Maintain and recommend changes to the department's website;
- Track and maintain accurate data, reports relating to leaves of absence for approval by the Board of Trustees;
- Assist with the District's Workers' Compensation program, review and process claims, prepare required reports and update case records;
- Assist with the District's insurance and benefits program;
- Provide leadership, direction and coordination within the department assigned;
- Monitors the status of classified and certificated employees on leave of absence, FMLA leave and reemployment lists;
- Processes longevity and step increases;
- Maintains records relative to the expiration of teaching certificates;
- Process health benefit documentation and billing, and prepare correspondence as it relates to COBRA and retiree health benefits.

### **Minimum Qualifications**

#### **Knowledge of:**

Principles of leadership, office organization and management, public relations, and training; modern office methods, procedures, terms, equipment used in a personnel office including knowledge of Microsoft Office word processing, spreadsheet, presentation, database, E-mail and internet computer applications; business office telephone techniques and etiquette; english usage, spelling, grammar, punctuation, vocabulary and skills in proofreading; letter, report, and agenda preparation methods; basic mathematics used in an office environment; financial recordkeeping and report preparation; principles, purpose, functions, policies, and practices of public personnel administration.

#### **Education:**

High School Diploma or equivalent; two (2) years of coursework in secretarial science or closely related college education may be substituted for three (3) years of the required experience below.

**Experience:**

Three (3) years of increasingly responsible secretarial or technical personnel experience is required, preferably in a school district or a public agency working for an administrator in a California Merit System School District.

**Ability to:**

Perform and organize difficult office, administrative, secretarial and clerical work involving independent judgment and requiring accuracy and speed; review and evaluate job applications to determine whether applicants meet the established minimum requirements; analyze situations accurately and adapt an effective course of action; effectively utilize Microsoft Office word processing, spreadsheet, presentation, database, email and internet computer applications; operate various standard and specialized office equipment including a personal computer; rapidly learn procedures and software as required; research and gather information from a variety of sources, analyze and compile as necessary to produce clear, comprehensive reports; compose correspondence and written material independently; maintain security and confidentiality of privileged and sensitive information; develop, organize, locate, maintain diverse and confidential records; understand, read, interpret, apply, explain laws/codes, and policies and procedures, Administrative Regulations, Board Policies, Merit System Rules, and Classified Collective Bargaining Agreement and verbal directions to specific situations requiring good judgment, tact and poise in a manner that reflects positively on the District; interact with management, school staff, and community members effectively utilizing superior written and verbal skills as well as interpersonal and presentation skills; analyze difficult and sensitive situations and adopt appropriate courses of action; perform mathematical computations to update budgets, produce reports, maintain records, complete requisitions, travel reimbursements and other forms; understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of applicants, administrators, and staff.

**PHYSICAL DEMANDS, WORKING ENVIRONMENT AND HAZARDS:**

The physical demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Work Environment:**

This job operates in an office environment, predominately seated. This role routinely uses standard office equipment such as computers, phones, copy machines, filing cabinets, and fax machines. The noise level can vary depending upon daily activity but will remain within moderate noise level range. The incumbent has direct and indirect contact with public and other district staff. The position requires working with high volume, tight deadlines, and being subject to frequent interruptions

**Physical Demands:**

While performing the duties of this job, the position is continuously required to sit, talk, hear, and use repetitive motions of the wrists, hands, and fingers.

**The incumbent may:**

Walk; occasionally stand, lift, carry, reach, and grasp. The work involves little to light physical efforts; occasionally exerts up to 20 pounds of force. This position requires near visual acuity sufficient to use a computer screen.

Board Approval: 2/11/2021

Reviewed by the Commission:

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** Personnel Commission Interim Appointment

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**Background:**

Per Education Code 45248 (b) (c) (d) the governing board, at the request of the personnel director shall declare that an emergency exists and shall make an interim appointment to fill a vacancy or vacancies to insure the continuance of the functions of the personnel commission. An interim appointment shall terminate on the date the notification of permanent appointment is received by the appointee. An interim appointee must meet the requirements of Section 45244 and be free of the restrictions contained therein. An interim appointment in no event shall be valid for more than 60 days.

**Rationale:**

In accordance with Education Code 45248, the Board of Education at the request of the Director of Classified Personnel shall declare that an emergency exists and shall make an interim appointment to fill a Commissioner seat to insure the continuance of the functions of the Personnel Commission.

**Recommended Action:**

It is recommended that the Board of Trustees appoint Julie Knierim as the Interim Appointee to the Personnel Commission.

**Financial Implications, if any:**

None

## LA HABRA CITY SCHOOL DISTRICT

To: Board of Trustees

From: Mario A. Carlos, Ed.D., Associate Superintendent of Human Resources

Date: February 11, 2021

**Re: CERTIFICATED EARLY RETIREMENT APPLICATIONS**

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The following candidates have submitted Early Retirement Applications effective July 2021.

### **Recommend for Board consideration - February 11, 2021 Board Meeting**

<b>Name</b>	<b>Age (In July 2021)</b>	<b>Present Assignment</b>	<b>Total Years in Teaching</b>	<b>Years in La Habra</b>	<b>Retirement Request</b>
Laurie Dreher	62	Kindergarten	35	35	Health/Dental Benefits
Kathleen Godbout	61	2nd Grade	38	38	Health/Dental Benefits
Cynthia Gustin	62	2nd Grade	40	32	Health/Dental Benefits
Melissa Johansen	62	Kindergarten	28	19	Health/Dental Benefits
Valoree Ryal	56	6th Grade	32	32	Health/Dental Benefits
Mark Smith	64	6th Grade	21	21	Health/Dental Benefits
Hawley Yoak-Shibata	61	1st Grade	30	30	Health/Dental Benefits

### **Contract Eligibility Requirements**

1. Employed full-time for ten consecutive years, age 55 years or more on or before July 1 prior to retirement.
2. Receive health and dental benefits 55-65, until Medicare is available.
3. May request preferred substitute status at the regular per diem substitute pay rate for as many days as it takes to receive maximum allowable compensation. Participation in the substitute option is limited to 5% of the total staff modified by an attrition figure. This limitation does not affect those requesting health and dental benefits only.



## La Habra City School District

**To:** Board of Trustees  
**From:** Marcie Poole, Ed.D., Director of Special Programs & Assessments  
**Date:** February 11, 2021  
**CC:** Superintendent  
**Re:** School Plan For Student Achievement (SPSA)

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### **Background:**

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

- Involve stakeholders, including School Site Council (SSC) and English Learner Advisory Committee (ELAC), in meaningful ways.
- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to support student learning.
- Describe the ways in which student progress will be monitored.
- Identify interventions for students who need additional support.
- Determine professional development opportunities for staff to build their capacity to implement goals.
- Articulate strategies for family communication and involvement.
- Specify estimated costs and funding sources.

### **Rationale:**

Each La Habra City School District school site has completed a SPSA for 2020-2021 with input from stakeholders. Each SPSA has been approved by the School Site Council from each school site.

### **Recommended Action:**

The Trustees are requested to approve the School Plan for Student Achievement (SPSA) for each school site.

### **Financial Implications, if any:**

None



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arbolita Elementary School	30665636028930	January 20, 2021	February 11, 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.

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

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

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

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

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

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

Arbolita Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Input from Staff and Students

The following summaries are based upon minutes/findings from our School Leadership Team and PLC meetings:

#### English-Language Arts:

Our School Leadership Team (SLT) agrees that our Instructional Focus is: Arbolita students will speak and write using precise academic language in order to gain understanding and transfer to evidence-based conversations and writing tasks. Vocabulary Development continues to benefit our students, we should continue to focus our instruction on Reading Comprehension and Writing Strategies. Our multiple measure and CAASPP data continues to demonstrate that, while we are making great strides in basic reading skills such as letter recognition, sight words and phonemic awareness, we still need to improve our students' reading comprehension and complete reading skills as measured by the DRA, new iReady assessment, and CAASPP. Also, we acknowledge that we continue to need to deepen our implementation of the Common Core State Standards in writing. We acknowledge that our student work indicates we need to deepen our students' independent writing in the three Text Types (Informative/Explanatory, Narrative and Opinion). Additionally, this year we are working on continuing to dig deeper into our ELA/ELD MacMillan/McGraw Hill Wonders curriculum. We are also utilizing IABs (CAASPP Interim Assessment Blocks) and practicing Brief Writes in preparation for the CAASPP.

~ Step Up To Writing

~ Continued focus on Vocabulary Development.

~ MTSS TOSA to provide in-service, demo lessons, safe practice and feedback on Reading Comprehension strategies, CLOSE Reading, Critical Thinking skills (CGI), Brief Writes, and frequent follow-up and revisitation.

~ Differentiated Instruction in Reading and Writing.

~ Differentiated Reading Groups for English Language Arts instruction daily in all classrooms. Appropriate paced standards based instruction for all students.

~ Use and Analysis of Formative and Summative Assessments.

~ GLAD Strategies to support comprehension and language development in Reading and Content Areas.

~ iReady Language Arts for K-6th grade

~ Use of Close Reading strategies to have students read complex text multiple times to deepen comprehension.

~ Use of Text Dependent Questions at varying levels of complexity and selection of complex text to focus our Close Reading and our student problem solving and perseverance.

- Busy Bee Afterschool Intervention Program

#### Mathematics:

Our staff is continuing to delve deeper into the Mathematics Common Core Standards and understand the conceptual, skill and problem solving instructional implications of these standards. Arbolita adopted new math curriculum, Bridges and Math Links, in the 2018-2019 school year. Staff continues to work on growing in learning this curriculum. Each grade level will work to build the mathematical vocabulary needed for success and use the CGI Model along with our adoption's components to increase student familiarity with the mathematical terms needed to be successful problem solvers. Our teachers will work with our English Learners to improve their understanding of math concepts, especially word problems. There will also be a concerted effort to provide varying levels of questioning to gauge student understanding and monitor their development of number sense. An increased emphasis on differentiated instruction in mathematics should improve scores overall. Specific subject area practices include, but are not limited to:

~ Common Core Standards Based Instruction.

- iReady Math for K-6th grade; Happy Numbers for TK

~ CGI (Cognitively Guided Instruction) model will be deepened in all grades.

~Use of TOSA for training, Lesson Study and subsequent modeling and coaching CGI lessons.

~ Further training in other CCSS related instructional strategies such as: Number Talks; Choral Counting; Counting Collections.

~ Independent practice of math concepts on a frequent basis using ST Math.

~ Use of Bridges Math Wall/Number Corner to introduce and revisit mathematical concepts as a spiral review.

#### English Learners:

The staff agrees that our teaching strategies must embrace methods which will provide differentiated instruction to effectively instruct our English Learners. Our teachers use the ELPAC Assessment Results to guide their instruction of our English Language Learners. Information regarding teaching levels will be shared with all staff involved with our EL students. The SLT and PLC teams have regular discussions on the uniform use of ELD strategies 30 minutes per day, five days per week. Professional development will focus on ELD instruction and various resource materials and curriculum to assist in this goal. Staff will continue to focus on a variety of best practices to improve EL student performance in English Language Arts. These practices include, but are not limited to:

~ Daily exposure to the core curriculum in all subject areas.

- ~ Use information from the ELPAC to enhance our direct instruction and questioning techniques.
- ~ Teachers and staff provide early identification of EL students and make other staff aware of their levels and appropriate sentence frames and questioning strategies.
- ~ Systematic ELD instruction utilizing MacMillan/McGraw Hill ELA/ELD Adoption Wonders ELD curriculum for EL students 30 minutes daily emphasizing oral language.
- ~ SDAIE strategies to scaffold instruction for EL students.
- ~ Monitoring teacher talk vs. student talk to follow the 10:2 or 5:1 model.
- ~ Increased modeling of strategies to engage students in responding and sharing in complete sentences by using appropriate language frames.
- ~ Increased Checking for Understanding during instructional activities to better understand the level of student learning.
- ~ Target questioning strategies based upon the student language levels through use of markers in engagement opportunities such as sticks, cards or electronic devices.

#### Identified Needs for Professional Development:

Based on our surveying our teachers after the 18-19 school year, teachers identified a need to have more Professional Development in NGSS and History/Social Science Standards.

Teachers have also expressed interested in Common Core Writing, Close Reading and Text Dependent Questions and further professional development in Visual and Performing Arts. Based on the fact that we are transitioning to Common Core State Standards, Professional Development will be dedicated to introducing and supporting our teachers' understanding of the standards and the identified best practices that will lead to a strong implementation. Our Multiple Measure, ELPAC, and CAASPP data also indicates that we need to dedicate Professional Development for staff to further understand the specific needs and strategies for our English Learners as well as our Socioeconomic Disadvantaged student population. Professional Development will be addressed through the following:

- Professional Development from MacMillan McGraw Hill to support the implementation of the adopted curriculum Wonders in English. This professional development will be further supported by the principal, academic coach and teachers through professional development at the school site.

Areas of focus will be determined based on input from multiple measure data, teacher and academic coach input.

\* Professional Development for Instructional Leadership Team; for specific grade levels; and for entire school staff on Professional Development days, PLC meetings and grade level meetings on the implementation and integration of ELA and Math Common Core State Standards.

- School-wide Professional Development in embedding Depth of Knowledge (DOK) higher levels of questioning and activities through Common Core Writing Instruction; Close Reading; Text Dependent Questions; Thinking Maps and Math Concept Mapping.



- Multiple Measure Committee and Writing Committee teachers will participate in Professional Development and collaboration across school sites to prepare and align Multiple Measure Assessments as well as Writing Prompts to meet Common Core State Standards criteria.
- English Language Development and Language Acquisition Professional Development.
- Project Based learning staff development with TOSA as well as grade level planning and implementation of Project Based Learning Unit in content areas.
- Modeling and Observation of GLAD strategies from TOSA as well as time dedicated for Direct Professional Development in GLAD to further understanding of specific strategies and their implementation for specific teacher's needs.
- Professional Development in the area of Visual and Performing Arts.

#### Input from Parents:

The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, SAC and PAC, as well as the results of the annual Parent Involvement Survey:

#### Student Learning:

Parents overwhelmingly expressed their satisfaction with their students' learning at Arbolita School. Overall, the vast majority "agreed" or "strongly agreed" that Arbolita's Home-School Communication was effective and they were constantly informed of the school activities and their child's learning. Also, 100% "agreed" or "strongly agreed" on our Title I survey that they were satisfied with their child's overall academic progress and parents felt their child's school was safe, clean and secure. Feedback on the survey indicated that parents felt we could improve in these areas: receiving information about intervention opportunities for struggling students and receiving support for their child in English Language Arts and/or Math if they are struggling.

#### Home School Communication:

The majority of our parents felt that the communication between home and school is regular, two-way, and meaningful. Our regular methods of sending out newsletters, notices, and memos have benefited all of our parents. They have been especially pleased with our calendars, REMIND text messaging, Class Dojo, Seesaw, and friendly office staff. Many also expressed satisfaction with our School Website as a means to access information. Many of our parents are receiving emails and phone calls through our AERIES communication system and REMIND. Many also are subscribed to our Facebook and Twitter accounts and receive information that way and highlight school programs.

#### Parent Training and Involvement Opportunities

Parents indicated that they are well informed about opportunities to participate in school programs. Parents also stated that they were valued partners in their child's education. They believe that our school offers opportunities for parents to be involved in decisions to improve academic programs and strengthen parental involvement activities.

#### Areas Identified for Training:

Parents enjoyed our parent education classes offered in past school years. They identified a need for more training in the following areas: "Improving Reading and Math Skills", "Improving My Child's Study Habits and Homework Skills," and "Behavior Management Techniques for Parents". Parents also identified a day of the week and time that works best for them.

## Classroom Observations

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

The principal and staff representatives participate in walk-throughs/Zoom visits on a regular basis. We have an area of instructional focus that is selected and data is gathered to provide feedback about implementation about District Initiatives. The data is then disseminated to the rest of the staff to support our continued instructional areas of growth and need. There are two of these types of walk-throughs scheduled with a focus on Close Reading to support student Reading Comprehension. The focus for each walk-through may vary based on the needs of our staff and students.

### Formal and Informal Observations:

Arbolita's administrator has made a personal goal to observe in every classroom every week, spending 1-2 hours a day in classrooms. Informal observations are always accompanied by written feedback with positive findings as well as wonderings for next instructional steps. Many times, these informal observations are followed with informal instructional conversations. All teachers undergo informal observations frequently. Formal observations are conducted for those teachers that have this requirement as per district regulations or have been selected to receive additional formal support by the principal. The process of formal observations includes a minimum 2 formal observations with written feedback and post-lesson meeting with teacher and principal to discuss the lesson. There is a final formal evaluation as part of this process.

Classroom observation data indicates that teachers are making progress in increasing the engagement of students via targeted questioning of students with special emphasis on English Learners; supporting all students' academic language usage and Common Core Writing Instruction. Teacher feedback on surveys and classroom observation data indicates that more staff development and professional support needs to be dedicated to supporting teachers in implementing instructional strategies that align with Common Core Standards in ELA, Math and ELD.

## 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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Arbolita Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals... iReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Arbolita Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), Visual and Performing Arts, and technology.

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

Arbolita staff works with a Multi-Tiered System of Supports Teacher (MTSS TOSA) on Special Assignment), in the content areas, standards based lessons, PBIS, and data talks to guide instruction. TOSAs also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLCs every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLCs. Through our collaboration with InnovateEd, district teams meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLCs are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

## Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI/MTSS, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

- \*LCFF
- \*District funding

## School Profile

Arbolita Visual and Performing Arts Academy is nestled in the green hills of La Habra, on the edge of La Habra Heights. It's beautiful landscape and backdrop with the mountain views in no way compares to the academics that are in place in our growing school community. As a third year magnet school for visual and performing arts, our new school community has integrated the arts with our academic subjects. Our school is composed of 305 Transitional Kindergarten through Sixth Grade students in Hybrid and 150 Arbolita students in the Virtual Learning Model, of which 82% of students on free/reduced lunch, 92% of students are Hispanic, 43% LEP (Limited English Proficient)

and 85% of students are from low socioeconomic backgrounds. We have a music director that teaches our chorus, music classes, ukeleles, and piano lab. We offer after school theater/musical productions with our partnership with Disney, guitar classes, and robotics classes.

On behalf of the students and staff at Arbolita Visual and Performing Arts Academy, it is a pleasure to provide you with information about our school. We were named a California Distinguished School and Title I Achievement School for 2014, only 3 other schools in Orange County were similarly recognized. In 2019, Arbolita was awarded the California Department of Education's Exemplary Arts in Education Award (the only school in Orange County and one of only 13 in California). The staff is committed to providing our students with a safe, stimulating, and positive learning environment. Our teachers work closely in grade-level teams to plan meaningful instruction based on the Common Core State Standards. It is our goal for students to become lifelong learners who are responsible citizens, fluent readers, problem solvers, and effective communicators.

Three years ago, our school became the Visual and Performing Arts Academy for the district. We now have a piano lab through the Lang Lang Foundation grant, music/choir teacher, band teacher, Art Masters, partnerships with The Segestrom Center with Disney Musicals in Schools, The Kennedy Center with the Ensuring the Arts for Any Given Child Initiative, Muckenthaler Center, assistance of OCDE grant consortium, support of the McCoy Rigby group, and opportunities for participation in performances and much, much more. We culminated the year with our school-wide Arbolita Arts Festival in May. This event showcased our first year's worth of work and was well attended by our school community and city. We incorporate the arts standards into our core subject areas.

Arbolita Elementary School has 14 fully credential teachers, 1 Resource Specialist Teacher, 1 Speech/Language Pathologist, 1 MTSS Teacher on Special Assignment, 1 psychologist, and 1 part-time counselor. Our staff considers building partnerships with parents to be a high priority. We encourage all of our parents to be involved in our classrooms, PTA, School Site Council, English Language Advisory Committee, and more. Please come and visit us. We would love for you to meet the Arbolita Team!

To maximize student achievement, we differentiate our reading and math instruction to provide support and extension to students learning at a variety of levels. This differentiated reading and math time provides each of our students an opportunity to achieve high levels of reading and math success regardless of their ability levels. Students are evaluated to determine their current levels in reading and math using our new universal screener, iReady. Teachers meet together to look at data and determine placement in intervention, on level, and extension groups. We also utilize our retired teachers, educational assistants, and volunteers to support our groups. We provide interventions for struggling students through our MTSS Intervention Academic programs and through our afterschool Busy Bee Intervention Club. Students are held accountable for their personal goals and monitor their growth. We believe this helps prepare every student for a lifetime of success!

Our teachers meet weekly in Professional Learning Communities (PLC) to set goals based on standards, develop assessments for each goal, and discuss ways in which to support students not meeting goals. They share strategies for best practices, look at student work, and plan instruction for future learning. Teachers meet on a weekly basis for Professional Learning Community groups to collaborate and discuss student achievement, possible intervention and enrichment opportunities and how to differentiate instruction to meet the needs in all students. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?



How will we know when they have learned it?  
How will we respond when they don't learn?  
How will we respond when they already know it?  
Our parents and community are very important to the success of our school. Our motto here is "This is where you wanna be--this is the GREATEST SCHOOL ON EARTH".

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council has been part of the discussion process and annual review and update of the SPSA from the beginning of the year. Parents and community members are invited are invited to provide review and provide input.

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.67%	0.25%	0.24%	3	1	1
Asian	1.34%	0.99%	0.72%	6	4	3
Filipino	0.22%	0.49%	1.44%	1	2	6
Hispanic/Latino	92.39%	91.6%	92.07%	413	371	383
Pacific Islander	%	%	0%			0
White	4.25%	3.21%	2.88%	19	13	12
Multiple/No Response	0.22%	2.22%	1.68%	1	9	4
Total Enrollment				447	405	416

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	170	66	87
Grade 1	114	57	39
Grade 2	117	51	58
Grade3	46	56	57
Grade 4		45	64
Grade 5		67	48
Grade 6		63	63
Total Enrollment	447	405	416

### Conclusions based on this data:

1. Our total enrollment increased from 18-19 to 19-20 by 11 students.
2. The school is primarily composed of Hispanic/Latino students.
3. Kindergarten numbers increased by 21 students in 19-20.



# 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	209	173	160	46.8%	42.7%	38.5%
Fluent English Proficient (FEP)	18	38	45	4.0%	9.4%	10.8%
Reclassified Fluent English Proficient (RFEP)	14	1	21	8.0%	0.5%	12.1%

### Conclusions based on this data:

1. Nearly half of the students are English Language Learners, although this number has decreased over the years.
2. Reclassification rates increased significantly in 19-20.
3. Fluent English Proficient students greatly increased in 19-20.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		48	57		46	56		46	56		95.8	98.2
Grade 4			45			43			43			95.6
Grade 5			66			64			64			97
Grade 6			61			61			61			100
All		48	229		46	224		46	224		95.8	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2400.	2382.		10.87	17.86		19.57	7.14		39.13	26.79		30.43	48.21
Grade 4			2427.			11.63			18.60			20.93			48.84
Grade 5			2468.			6.25			28.13			25.00			40.63
Grade 6			2474.			8.20			19.67			31.15			40.98
All Grades	N/A	N/A	N/A		10.87	10.71		19.57	18.75		39.13	26.34		30.43	44.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		10.87	12.50		52.17	39.29		36.96	48.21
Grade 4			9.30			46.51			44.19
Grade 5			12.50			42.19			45.31
Grade 6			11.48			36.07			52.46
All Grades		10.87	11.61		52.17	40.63		36.96	47.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		8.70	14.29		58.70	39.29		32.61	46.43
Grade 4			9.30			53.49			37.21
Grade 5			14.06			51.56			34.38
Grade 6			16.39			36.07			47.54
All Grades		8.70	13.84		58.70	44.64		32.61	41.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		6.52	16.07		71.74	58.93		21.74	25.00
Grade 4			4.65			69.77			25.58
Grade 5			7.81			62.50			29.69
Grade 6			6.56			65.57			27.87
All Grades		6.52	8.93		71.74	63.84		21.74	27.23

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		19.57	17.86		58.70	33.93		21.74	48.21
Grade 4			9.30			55.81			34.88
Grade 5			12.50			48.44			39.06
Grade 6			13.11			45.90			40.98
All Grades		19.57	13.39		58.70	45.54		21.74	41.07

**Conclusions based on this data:**

1. Overall participation rate is high, but overall achievement for all students meeting or exceeding standards is at 28%.
2. The challenge area for our students overall in ELA is Reading: Demonstrating understanding of literacy and non-fictional texts.
3. The area of strength for our students overall in ELA is Listening: Demonstrating effective communication skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		48	57		47	56		47	56		97.9	98.2
Grade 4			45			44			44			97.8
Grade 5			66			65			65			98.5
Grade 6			61			61			61			100
All		48	229		47	226		47	226		97.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2402.	2372.		4.26	5.36		25.53	16.07		38.30	21.43		31.91	57.14
Grade 4			2418.			4.55			20.45			20.45			54.55
Grade 5			2463.			6.15			20.00			30.77			43.08
Grade 6			2483.			14.75			11.48			24.59			49.18
All Grades	N/A	N/A	N/A		4.26	7.96		25.53	16.81		38.30	24.78		31.91	50.44

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		14.89	12.50		44.68	17.86		40.43	69.64
Grade 4			6.82			22.73			70.45
Grade 5			10.77			38.46			50.77
Grade 6			16.39			24.59			59.02
All Grades		14.89	11.95		44.68	26.55		40.43	61.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		6.38	10.71		55.32	39.29		38.30	50.00
Grade 4			9.09			38.64			52.27
Grade 5			6.15			44.62			49.23
Grade 6			9.84			42.62			47.54
All Grades		6.38	8.85		55.32	41.59		38.30	49.56

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		8.51	7.14		59.57	51.79		31.91	41.07
Grade 4			11.36			25.00			63.64
Grade 5			7.69			50.77			41.54
Grade 6			13.11			32.79			54.10
All Grades		8.51	9.73		59.57	41.15		31.91	49.12

**Conclusions based on this data:**

1. Our overall participation rate is high. Our overall achievement for all students in math is lower than ELA at 25%.
2. The area of challenge overall for all students in math is Concepts and Procedures: Applying mathematical concepts and procedures.
3. The area of strength overall for all students in math is Communicating Reasoning: Demonstrating ability to support mathematical reasoning.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1415.6	1423.1	1429.5	1433.7	1382.9	1397.8	68	27
Grade 1	1469.3	1472.4	1477.0	1485.9	1461.0	1458.4	56	23
Grade 2	1479.1	1486.7	1485.4	1503.2	1472.3	1469.5	56	23
Grade 3	1487.9	1494.5	1484.5	1496.7	1490.9	1491.9	28	18
Grade 4		1502.9		1490.3		1515.1		16
Grade 5		1524.6		1503.3		1545.6		23
Grade 6		1552.0		1569.7		1533.8		25
All Grades							208	155

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.47	3.70	39.71	44.44	25.00	48.15	*	3.70	68	27
1	42.86	21.74	33.93	34.78	19.64	34.78	*	8.70	56	23
2	50.00	8.70	41.07	60.87	*	30.43	*	0.00	56	23
3	*	16.67	60.71	50.00	*	22.22	*	11.11	28	18
4		6.25		62.50		18.75		12.50		16
5		17.39		60.87		13.04		8.70		23
6		40.00		36.00		24.00		0.00		25
All Grades	34.62	16.77	41.35	49.03	17.79	28.39	6.25	5.81	208	155

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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
<b>K</b>	42.65	11.11	32.35	48.15	16.18	37.04	*	3.70	68	27
<b>1</b>	58.93	30.43	28.57	17.39	*	52.17	*	0.00	56	23
<b>2</b>	75.00	34.78	*	56.52	*	8.70	*	0.00	56	23
<b>3</b>	*	50.00	50.00	27.78	*	11.11	*	11.11	28	18
<b>4</b>		31.25		37.50		18.75		12.50		16
<b>5</b>		30.43		43.48		17.39		8.70		23
<b>6</b>		56.00		40.00		4.00		0.00		25
<b>All Grades</b>	54.33	34.19	29.81	39.35	10.10	21.94	5.77	4.52	208	155

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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
<b>K</b>	51.47	7.41	41.18	88.89	*	3.70	68	27
<b>1</b>	71.43	39.13	21.43	60.87	*	0.00	56	23
<b>2</b>	75.00	26.09	19.64	73.91	*	0.00	56	23
<b>3</b>	*	16.67	60.71	72.22	*	11.11	28	18
<b>4</b>		25.00		50.00		25.00		16
<b>5</b>		4.35		82.61		13.04		23
<b>6</b>		20.00		52.00		28.00		25
<b>All Grades</b>	58.17	19.35	32.69	69.68	9.13	10.97	208	155

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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
<b>K</b>	39.71	11.11	48.53	81.48	*	7.41	68	27
<b>1</b>	55.36	30.43	41.07	65.22	*	4.35	56	23
<b>2</b>	76.79	39.13	*	60.87	*	0.00	56	23
<b>3</b>	75.00	61.11	*	27.78	*	11.11	28	18
<b>4</b>		50.00		31.25		18.75		16
<b>5</b>		52.17		34.78		13.04		23
<b>6</b>		100.00		0.00		0.00		25
<b>All Grades</b>	58.65	48.39	34.62	44.52	6.73	7.10	208	155

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
<b>K</b>	*	0.00	73.53	96.30	*	3.70	68	27
<b>1</b>	42.86	39.13	41.07	43.48	*	17.39	56	23
<b>2</b>	50.00	0.00	35.71	69.57	*	30.43	56	23
<b>3</b>	*	11.11	60.71	55.56	*	33.33	28	18
<b>4</b>		0.00		87.50		12.50		16
<b>5</b>		13.04		78.26		8.70		23
<b>6</b>		0.00		48.00		52.00		25
<b>All Grades</b>	30.29	9.03	52.88	68.39	16.83	22.58	208	155

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
<b>K</b>	36.76	51.85	35.29	18.52	27.94	29.63	68	27
<b>1</b>	21.43	8.70	62.50	78.26	*	13.04	56	23
<b>2</b>	28.57	4.35	60.71	86.96	*	8.70	56	23
<b>3</b>	*	0.00	64.29	94.44	*	5.56	28	18
<b>4</b>		12.50		75.00		12.50		16
<b>5</b>		30.43		60.87		8.70		23
<b>6</b>		36.00		64.00		0.00		25
<b>All Grades</b>	26.92	22.58	53.37	65.81	19.71	11.61	208	155

**Conclusions based on this data:**

1. Most of our students overall are in Level 2 and Level 3.
2. The percentage of students is lower in Level 1 (newcomers to our district) in overall language.
3. Speaking domain has more students who are well-developed while the Reading domain has more students in the beginning level.



# 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
405	82.2	42.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	173	42.7
Foster Youth	1	0.2
Socioeconomically Disadvantaged	333	82.2
Students with Disabilities	33	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	4	1.0
Filipino	2	0.5
Hispanic	371	91.6
Two or More Races	5	1.2
White	13	3.2





### Conclusions based on this data:

1. More than 3/4 of the school population is socioeconomically disadvantaged and close to 1/2 of the school population are English Language Learners.
2. The majority of the school population is Hispanic.
3. Our Foster Youth population is very low, and we have no students who fell into the Homeless group.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Chronic Absenteeism increased by one color. That was an area of need last year, and we focused on its improvement!
2. Suspension rates are good, but there is always room for improvement.
3. This year provided baseline data for ELA and Math, as we did not have scores last year except for 3rd grade dual immersion scores (students that no longer attend here). These areas continue to be focuses for Arbolita.

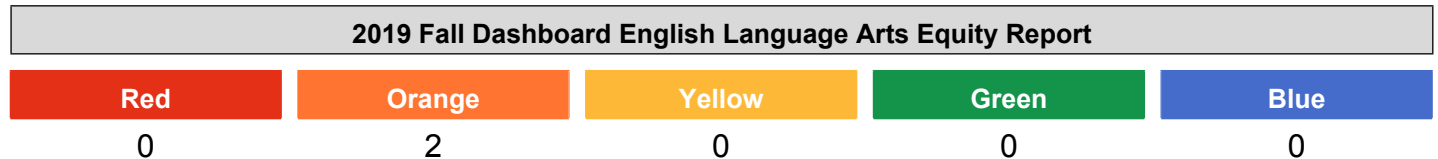
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 46.2 points below standard Declined Significantly -15.8 points 219	<b>English Learners</b>  No Performance Color 61.3 points below standard Declined Significantly -18.3 points 113	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 54.1 points below standard Declined Significantly -18.1 points 187	<b>Students with Disabilities</b>  No Performance Color 120.5 points below standard 22

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50 points below standard Declined Significantly -18.4 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.2 points below standard Declined Significantly -45.5 points 78	7.7 points above standard 35	30.7 points below standard Declined Significantly -16.8 points 98

#### Conclusions based on this data:

1. Our Socioeconomically Disadvantaged Students scored 55 points below standard. Since we did not have data last year (except the 3rd grade dual immersion scores -- which are not our current students), the significant decline is not technically valid as we cannot compare to our students in 18-19 to the different students from 17-18).
2. Our Reclassified English Learners did well, scoring 5.8 points above standard.
3. Our English Learner subgroup is far below standard at 92.6 points. This subgroup is currently a focus at Arbolita.

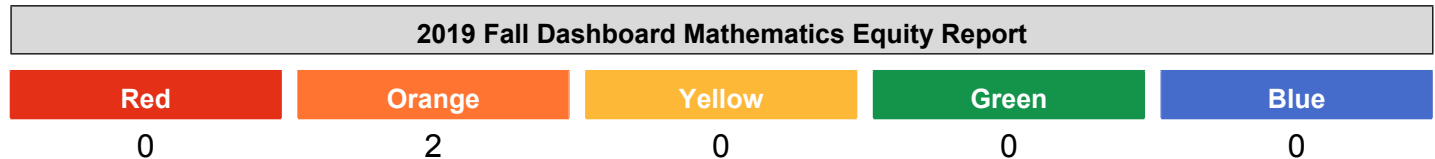
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 63.5 points below standard Declined Significantly -30.4 points 218	<b>English Learners</b>  No Performance Color 84.4 points below standard Declined Significantly -38.9 points 112	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Orange 71.1 points below standard Declined Significantly -32.2 points 186	<b>Students with Disabilities</b>  No Performance Color 137 points below standard 22

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.9 points below standard Declined Significantly -33.9 points 208	 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 4

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.3 points below standard Declined Significantly -62.2 points 78	18.1 points below standard 34	43 points below standard Declined Significantly -29.3 points 98

#### Conclusions based on this data:

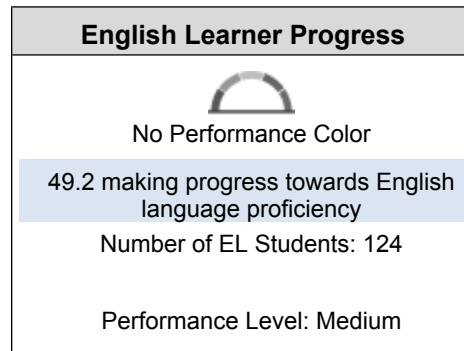
1. We need to focus more on our math intervention groups to improve our overall students score of 63 points below standard.
2. Our Socioeconomically Disadvantaged population performed 71 points below standard, showing that they are doing better in ELA.
3. English Learners performed 113 points below standard in math and continue to be a focus. Reclassified English Learners also performed below standard although not as significantly.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	35.4	4.8	44.3

#### Conclusions based on this data:

- 105/124 students either maintained or progressed at least one level.
- We need to focus especially on those 19 students that decreased one level and analyze the reasons why.
- We need to celebrate our 55 students that progressed at least one level, and we need to work on reclassifying the 6 students that maintained a Level 4.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. n/a
2. n/a
3. n/a



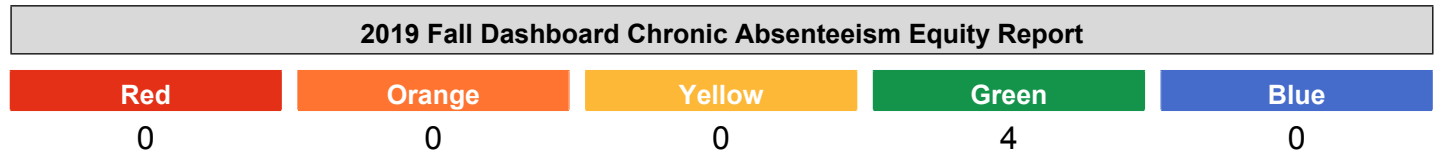
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Green 5.9 Declined -0.9 421	<b>English Learners</b>  Green 4 Declined -2.2 177	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Socioeconomically Disadvantaged</b>  Green 5.2 Declined -2.8 343	<b>Students with Disabilities</b>  Green 8.7 Declined -12.4 46

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Green 5.2 Declined -0.7 381	<b>Two or More Races</b>  No Performance Color 25 16	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color 0 Declined -10.5 15

### Conclusions based on this data:

1. All subgroups declined in chronic absenteeism!!
2. Students with disabilities declined by 12%.
3. Our English Learners and Socioeconomically Disadvantaged each declined by over 2%. We worked hard in encouraging positive attendance and began Saturday School this year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. n/a
2. n/a
3. n/a

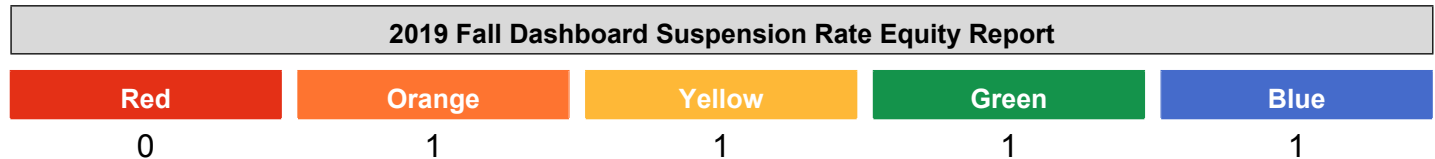
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 0.5 Increased +0.5 436	<b>English Learners</b>  Orange 1.1 Increased +1.1 182	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Yellow 0.6 Increased +0.6 353	<b>Students with Disabilities</b>  Blue 0 Maintained 0 46

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 2	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3
<b>Hispanic</b>  Green 0.5 Increased +0.5 392	<b>Two or More Races</b>  No Performance Color 0 20	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 0 Maintained 0 15

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

#### Conclusions based on this data:

1. Although our suspension rate did increase slightly, we are still in the green performance color.
2. Suspension rates increased as Arbolita reconfigured from a TK-2nd grade school to a TK-5th grade school. Our suspensions were exclusively from 6th grade students. We are reinventing our PBIS program this year.
3. Our students with disabilities continues to be in the blue performance area. Our PRIDE program has helped to teach and reteach appropriate behaviors.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Our students scored lowest in Reading: Demonstrating understanding of literary and non-fictional texts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	28% met or exceeded standard	31% met or exceeded standard

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design

addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students accountable to answer in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning. (Arbolita students will use multiple sources to gain knowledge and transfer to evidence-based conversations and writing tasks with academic language.)
- Develop lessons and CCSS rubrics (writing) for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.

School will:

- Provide Early/Late Group (Kinder only) model is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance learning experiences such as: blogs, websites, virtual field trips, etc.
- Provide Buy-A-Book which allows students to access low cost books to students throughout the school year.
- Participate in cycles of inquiry with the support of Innovate Ed. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, Imagine Learning, etc.
- Provide learning opportunities through Zoom

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

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

Amount(s)

Source(s)

16,998	Title I 2000-2999: Classified Personnel Salaries Information Services Tech
3032	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries release time for teachers

## 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

Tier II

Small Group Intervention

#### Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, SIPPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Grade level collaboration and daily writing will be implemented as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of ELA - specifically citing text evidence. Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.



- Provide support to students identified through the MTSS process.

School will

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Provide after school intervention by teachers for qualifying students (Busy Bee Club).
- Provide small group instruction via Zoom during Distance Learning.
- Provide small group instruction/intervention on campus during Hybrid Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4935

Title I  
2000-2999: Classified Personnel Salaries  
Instructional Aide Benefits

26190

Title I  
2000-2999: Classified Personnel Salaries  
Instructional Aide Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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.

As a TK-6th grade school, we really looked at our where we would distribute our educational assistants and retired teachers. Our focus as been on 1st through 3rd grade, with an aide provided for each kindergarten classroom for one hour a day provided by the district. We use differentiated groupings, which has helped to meet the needs of students at various levels.

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

No major differences.

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

We are increasing the number of hours that we are providing afterschool intervention with our Busy Bee Club. In 2019-2020, there was a fall club and there will be a spring club as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Our students scored lowest in the area of concepts and procedures: applying mathematical concepts and procedures.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	23% met or exceeded standard	26% met or exceeded

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

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily regarding student learning goals or objectives for learning, language objectives, analysis of student data, analyze student work, standards based instructional planning about best

practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Use Cognitively Guided Instruction (CGI) strategies promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide content objectives or learning goals that will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse.
- Use the Tynker Coding program that supports the visual exploration of math concepts for all students. Students will engage in Tynker weekly. All teachers and Principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the levels in the program to follow the district pacing guide for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.
- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Be provided release time for curriculum development and for attendance at CUE conference.
- Purchase supplemental materials and supplies needed.
- Provide learning opportunities during Zoom.
- Teachers are available during office hours during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3013	Title I 4000-4999: Books And Supplies materials and supplies
1259	Title I

	4000-4999: Books And Supplies materials and supplies
3386	Title I 5000-5999: Services And Other Operating Expenditures software agreements
1964	Title I 5000-5999: Services And Other Operating Expenditures technology conference

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier II - Small Group instruction

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide small group instruction via Zoom during Distance Learning.
- Teachers are available during office hours during Distance Learning.
- Provide small group instruction/intervention on campus during Hybrid Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
release time for staff

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Tier III - Intensive Intervention Students

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4101

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
materials and supplies-manipulatives,  
instructional resources/workbooks

## 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.

Last year was the first year of implementing the new math adoptions Bridges and Math Links. Our SLT met regularly to analyze the goals and ensure we were following our plan.

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

No major differences noted.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

There were 19 students who dropped one level on the ELPAC and some Level 4 students who are not eligible for reclassification due to academic areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 5.81% Level 2 - 28.39% Level 3 - 49.03% Level 4 - 16.77%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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 English Learner Students

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:



- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions between CELDT and ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support English Learners.
- Provide learning opportunities during Zoom.
- Teachers are available during office hours during Distance Learning.

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

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

Amount(s)

4,939

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials and Supplies

### **Strategy/Activity 2**

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

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

All English Learner Students

Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.
- Provide small group instruction/intervention via Zoom during Distance Learning.

- Provide small group instruction/intervention on campus during Hybrid Learning.

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

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

Amount(s)

6980

Source(s)

Title I  
3000-3999: Employee Benefits  
Instructional Aide Benefits

### **Strategy/Activity 3**

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

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

All English Learners needing intensive intervention (LTEs - Long Term English Learners)

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

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

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

Amount(s)

3502

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Release time for teachers

### **Strategy/Activity 4**

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

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

Strategy/Activity

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

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

Amount(s)	Source(s)
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# 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.

School Leadership Team met regularly throughout the year to discuss and monitor progress toward SPSA goals.

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

No differences

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

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4

Parent/Community Partnerships

District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in-person or via zoom.

## Identified Need

Arbolita staff will continue to support families in behavior and in academics. We will provide parent education classes, PTA events, family nights, etc.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Engagement Survey/school surveys	23% of parents volunteered in the classroom/school in 2018-19 and 44% attended parent trainings/family nights	10% increase between the two areas

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

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.
- Aeries Communication, Remind, Class Dojo, and Seesaw will be used to keep parents informed of important school events and curriculum related information.

- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents will be invited to attend trimester Awards Assemblies where students are recognized for outstanding student achievement. Students will also be recognized for Star of the Week.
- Family Homework, Literacy, Math and Piano Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and TK/Kindergarten orientation.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, and Math Nights.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/ teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Yellow "take-home/bring-back" folders will be provided to all students.
- Agendas will be provided to all 3rd-6th grade students to facilitate home school communication and student organizational skills.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Classroom visitations will be scheduled for parents to watch their children in class.
- Parents are invited to performances and the Arbolita Arts Festival.
- Additional resources and materials may be purchased as needed.
- Provide family engagement activities via Zoom. Work with the PTA to plan activities, events, and assemblies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3134	Title I 4000-4999: Books And Supplies Materials and Supplies
1419	Title I 5000-5999: Services And Other Operating Expenditures

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

The SLT meets regularly to evaluate the effectiveness of the goals and programs.

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

No differences anticipated

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

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

There was no significant need noted in this area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Annual Parent Engagement Survey	97% of parents strongly agree/agree	Maintain or increase by 3%

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch club and other focus groups.

- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report.
- Teacher development in how to meet the social/emotional needs of our students in order to access their learning.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.
- Opportunities will be provided via Zoom.

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

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

Amount(s)

Source(s)

2060

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
material and supplies

### **Strategy/Activity 2**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Identified Students and Parent Requested

Strategy/Activity

Counseling will be available one day a week for students referred by staff or parents. Counselor will also work with all students/staff on classroom circles and other professional development related to mental health.

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



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

Amount(s)	Source(s)
15,482	Title I 1000-1999: Certificated Personnel Salaries counselor salary

## 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.

School Leadership Team met regularly to evaluate the effectiveness of the plans and goals.  
School Site Council also looked at budget and goals throughout the year.

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

No differences anticipated

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,694.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$91,294.00

Subtotal of additional federal funds included for this school: \$91,294.00

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 - Supplemental and Concentration	\$20,400.00

Subtotal of state or local funds included for this school: \$20,400.00

Total of federal, state, and/or local funds for this school: \$111,694.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

20,400.00

Title I

91,294.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

25,484.00

2000-2999: Classified Personnel Salaries

48,123.00

3000-3999: Employee Benefits

6,980.00

4000-4999: Books And Supplies

21,306.00

5000-5999: Services And Other Operating Expenditures

9,801.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

6,500.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

13,900.00

1000-1999: Certificated Personnel Salaries

Title I

18,984.00

2000-2999: Classified Personnel Salaries

Title I

48,123.00

3000-3999: Employee Benefits

Title I

6,980.00

4000-4999: Books And Supplies

Title I

7,406.00

5000-5999: Services And Other  
Operating Expenditures

Title I

9,801.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,455.00
Goal 2	18,723.00
Goal 3	15,421.00
Goal 4	4,553.00
Goal 5	17,542.00

# School Site Council Membership

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

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

Name of Members	Role
Jennifer McCully-Rodriguez	Principal
Lorri Varela	Classroom Teacher
Cindie Grisso	Classroom Teacher
Katie Mayfield	Classroom Teacher
Lisette Parra	Other School Staff
Laura Aguirre	Parent or Community Member
Carmen Davis	Parent or Community Member
Josette Perre	Parent or Community Member
Yesenia Garcia	Parent or Community Member
Aurora Guerra	Parent or Community Member
Marielle Ison (alternate)	Parent or Community Member
Maria Sandoval	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1-20-2021.

Attested:

Principal, Jennifer McCully-Rodriguez on 1/20/2021

SSC Chairperson, Laura Aguirre on 1/20/21

# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



## School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Cerrito Elementary School	30665636028948	January 11, 2021	February 11, 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.

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

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

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

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

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

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

El Cerrito Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The following summaries are based upon staff and student surveys, minutes/findings from Leadership Team and PLC meetings:

### English-Language Arts:

The El Cerrito staff agrees that English Language Arts continues to be the area most in need of focus. A focus on instructional practices and curriculum will be in foundational skills and academic language.

- Providing specific targeted intervention.
- Teachers will differentiate instruction with a focus on developing standards based "respectful tasks" for those students working independently.
- Teachers will implement newly learned Reading Comprehension strategies on a daily basis across curricular areas with students and be provided: coaching/feedback as needed, time to observe colleagues, time for focused discussion and reflection during cross grade level Professional Learning Community meetings.
- GLAD strategies will be used to develop vocabulary and strengthen student's comprehension in all content areas.
- Step Up to Writing strategies will be modeled, reinforced, and taught on a daily/weekly basis in every grade level.
- Co-op strip paragraph (GLAD strategy) will be used to help students further develop their writing skills.
- Teachers will be provided with in class demonstration lessons in reading comprehension strategies with follow-up feedback and support as needed.

### Mathematics:

In order to continue our progress of moving students towards proficiency in the area of math, we will:

- Devote additional instructional time to math lessons as needed.
- Implement the adopted curriculum
- Use Cognitively Guided Instruction(CGI).
- Teach to a clear objective .
- Develop standards -based "respectful tasks" to provide differentiated instruction for all students.
- Teach key math vocabulary so students understand math concepts .
- Provide daily use of math manipulatives for all students for scaffolding and support.
- Utilize Touch Math as an alternative strategy to help students learn their math facts.
- Implement ST Math.

### English Learners:

The English Learner population at El Cerrito continues to decrease every year. El Cerrito is fortunate to have all staff members GLAD trained . The El Cerrito staff feels that it is very important to

continue to provide the scaffolding and support the students need in order to be successful. The following strategies and activities will be used to provide differentiated instruction to effectively instruct our English Learners:

- On a daily basis, students will be leveled based on their English proficiency level for 30 minutes of ELD instruction using the Wonders Curriculum.
- ELPAC data from Illuminate will be utilized as a tool to monitor student progress in reaching English proficiency.
- Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentences . They will provide prompting and scaffolding support by utilizing sentence frames when speaking.
- Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students.
- Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

#### Identified Needs for Professional Development:

- Reading Comprehension strategies.
- Differentiated instruction.
- Continued use of GLAD strategies.
- Cross grade level articulation for the purpose of communicating expectations for student learning.
- Opportunities to view other multiple measure data and visit other schools to learn additional instructional strategies for the areas of Language Arts and Mathematics.

Results from the student engagement survey given to all 6th grade students indicates students genuinely enjoy being at school. They feel safe, supported, and that their needs are being met.

#### Home-School Communication

Aeries Communication was utilized during the 2019-2020 school year in promoting home-school communication with our parents as an easy to access tool. This will provide consistent, steady information to parents who utilize the system. Staff will use Class Dojo or Seesaw to communicate with families and keep them up to date on class and school events. . El Cerrito's website and social media accounts are updated regularly to inform parents of upcoming events and how they can be involved. Parents feel that they are informed on a regular basis how their students are progressing at meeting grade level standards and receive information during parent teacher conferences and during Family Nights or ways to help their children at home.

#### Parent Training and Involvement Opportunities

The input from parents at El Cerrito showed a continued interest in parenting classes. With the addition of our Community Liaison, this became possible during the 15-16 school year and will continue during the 2020-2021 school year through various parenting workshops and seminars.

#### Areas Identified for Future Training:

Parents were specifically interested in training on the following topics of interest:

- Improving and helping students with Reading/Math
- Homework Help
- Technology Use



- Healthy Habits

## **Classroom Observations**

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

### **Classroom Guided Visits:**

The administration and teachers participated in guided visits throughout the year. These guided visits include observing specific classroom practices and providing feedback to the staff. In addition, best instructional strategies are shared and feedback is received on implementation of district initiatives. The feedback from these visits also helps the staff reflect on current practices and improve instruction. In addition, representatives from the SLT will often walk classrooms to provide feedback and support to colleagues.

### **Formal and Informal Observations:**

These informal observations provide the administrator frequent opportunities to observe a teacher's instructional strategies and student learning for the purpose of providing instructional feedback and/or support, modeling of instructional practices, and monitoring of student progress. Formal observations will be conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

## **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)

At the beginning of the school year, school site staff analyze CAASPP (California Assessment of Student Performance and Progress) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

El Cerrito Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals... IReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All staff at El Cerrito Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports, Multi-Tiered System of Support (MTSS), and technology.

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

El Cerrito staff works with a Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. TOSA's also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, District wide teams meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

- \*LCFF
- \*District funding

## School Profile

We are excited to share that not only are we one of two Computer Science Magnet Schools in Orange County, all of our students are issued their own iPad to be used at school and at home! We have partnered with Code to the Future to provide a supported Computer Science Immersion Program. Students share solutions featuring computer programming with a real-world audience beyond their teacher, and collaborate with experts in the world as they use computer programming to solve problems. These experiences contribute to student ownership of their work, and deeper, longer-lasting learning in all content areas.

Students are engaged in a structured program provided by Code to the Future that provides Computer Science lessons and activities regularly. These activities include learning programming languages and how to apply what they learn using LEGOs and Minecraft. As the school year progresses, computer science lessons will be woven into other core subject area instructional time. Teachers are provided weekly support and coaching from a Code to the Future "Coach" who

provides instructional resources and lessons to help students solve relevant and authentic problems which will be showcased throughout the school year to the community; these showcases, known as "Epic Builds" will occur several times a year.

We firmly believe that all children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility. Walt Disney said, "If you can dream it, you can do it!" At El Cerrito, our Scotties are provided daily opportunities to dream and create. Our STEM lab, which includes ozobots, sferos, cublets, and ozmo, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs. Our safe and supportive environment engenders student confidence and competence on the road to college and career readiness.

As a California Gold Ribbon School and Title I Academic Achievement Award School, amazing things happen at El Cerrito! With a continual focus on student learning, all instructional activities are designed to provide students with opportunities for brighter tomorrows. El Cerrito's full-day Kindergarten prepares our youngest Scotties with the foundation needed for future success!

Teachers meet on a weekly basis in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention and enrichment opportunities and how to differentiate instruction to meet the needs of all students. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?

How will we know when they have learned it?

How will we respond when they don't learn?

How will we respond when they already know it?

The parents and the community are a key component to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child's education. We strongly believe in "teamwork" because when the best and brightest come together, the possibilities are endless!

## 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

El Cerrito's School Site Council met regularly throughout the 2019-2020 school year. Members of the committee provided input, asked clarifying questions, and were involved in the development as well as the approval of the plan. The Site Council reviewed the plan throughout the year. Due to parents work schedules, it is at times difficult to have the entire committee together at the same time. When this happens, copies of the documents from the meeting are sent to those members for input, questions, and suggestions.

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.26%	1.57%	1.12%	5	7	5
Asian	1.26%	1.35%	2.02%	5	6	9
Filipino	0.76%	0.9%	1.35%	3	4	6
Hispanic/Latino	89.65%	88.31%	87.67%	355	393	391
Pacific Islander	%	%	0%			0
White	5.56%	6.29%	6.28%	22	28	28
Multiple/No Response	%	0.22%	1.57%		1	0
Total Enrollment				396	445	446

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	172	82	82
Grade 1	111	69	55
Grade 2	113	64	70
Grade3		74	61
Grade 4		46	70
Grade 5		56	45
Grade 6		54	63
Total Enrollment	396	445	446

### Conclusions based on this data:

1. There has been a steady increase over the three years displayed above.
2. Being year two of our magnet focus as a Computer Science Magnet School, we are hopeful word will spread and we will continue to see an increase in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	158	130	115	39.9%	29.2%	25.8%
Fluent English Proficient (FEP)	12	48	53	3.0%	10.8%	11.9%
Reclassified Fluent English Proficient (RFEP)	12	4	13	7.7%	2.5%	10.0%

### Conclusions based on this data:

1. Each year the number of English Learners declines.
2. As a staff, we will continue to identify and plan learning experiences to better meet the needs of our English Learners.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			73			73			73			100
Grade 4			47			47			47			100
Grade 5			57			55			55			96.5
Grade 6			56			55			55			98.2
All			233			230			230			98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2405.			19.18			24.66			20.55			35.62
Grade 4			2423.			17.02			14.89			14.89			53.19
Grade 5			2478.			10.91			30.91			23.64			34.55
Grade 6			2511.			12.73			27.27			30.91			29.09
All Grades	N/A	N/A	N/A			15.22			24.78			22.61			37.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			17.81			45.21			36.99
Grade 4			14.89			53.19			31.91
Grade 5			21.82			45.45			32.73
Grade 6			18.18			45.45			36.36
All Grades			18.26			46.96			34.78

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			17.81			46.58			35.62
Grade 4			17.02			31.91			51.06
Grade 5			14.55			54.55			30.91
Grade 6			10.91			58.18			30.91
All Grades			15.22			48.26			36.52

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			15.07			64.38			20.55
Grade 4			6.38			65.96			27.66
Grade 5			9.09			65.45			25.45
Grade 6			14.55			60.00			25.45
All Grades			11.74			63.91			24.35

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			24.66			41.10			34.25
Grade 4			12.77			46.81			40.43
Grade 5			18.18			45.45			36.36
Grade 6			23.64			56.36			20.00
All Grades			20.43			46.96			32.61

**Conclusions based on this data:**

1. Due to Covid-19 there was no state testing during the 2019-2020 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			73			73			73			100
Grade 4			47			47			47			100
Grade 5			57			56			56			98.2
Grade 6			56			56			56			100
All			233			232			232			99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2429.			17.81			26.03			30.14			26.03
Grade 4			2433.			10.64			19.15			27.66			42.55
Grade 5			2490.			10.71			19.64			46.43			23.21
Grade 6			2508.			17.86			16.07			30.36			35.71
All Grades	N/A	N/A	N/A			14.66			20.69			33.62			31.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			28.77			39.73			31.51
Grade 4			19.15			27.66			53.19
Grade 5			16.07			50.00			33.93
Grade 6			19.64			30.36			50.00
All Grades			21.55			37.50			40.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			19.18			57.53			23.29
Grade 4			12.77			40.43			46.81
Grade 5			8.93			55.36			35.71
Grade 6			17.86			44.64			37.50
All Grades			15.09			50.43			34.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			23.29			42.47			34.25
Grade 4			17.02			34.04			48.94
Grade 5			12.50			42.86			44.64
Grade 6			23.21			32.14			44.64
All Grades			19.40			38.36			42.24

**Conclusions based on this data:**

1. Due to Covid-19 there was no state testing during the 2019-2020 school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.2	1438.3	1443.9	1459.6	1401.3	1388.3	62	17
Grade 1	1449.0	1449.2	1461.3	1460.8	1436.3	1437.1	51	22
Grade 2	1495.9	1503.2	1506.5	1530.9	1484.8	1475.1	39	22
Grade 3		*		*		*		10
Grade 4		1532.6		1525.8		1538.9		13
Grade 5		1547.3		1559.2		1534.7		18
Grade 6		1524.7		1513.3		1535.3		12
All Grades							152	114

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.48	17.65	25.81	41.18	27.42	35.29	*	5.88	62	17
1	39.22	4.55	29.41	54.55	*	27.27	*	13.64	51	22
2	58.97	27.27	28.21	36.36	*	36.36		0.00	39	22
4		46.15		38.46		15.38		0.00		13
5		38.89		44.44		11.11		5.56		18
6		8.33		50.00		25.00		16.67		12
All Grades	42.76	21.05	27.63	44.74	19.74	27.19	9.87	7.02	152	114

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.94	23.53	37.10	47.06	*	23.53	*	5.88	62	17
1	52.94	31.82	25.49	31.82	*	27.27	*	9.09	51	22
2	74.36	50.00	*	36.36	*	13.64	*	0.00	39	22
4		53.85		30.77		15.38		0.00		13
5		72.22		22.22		0.00		5.56		18
6		33.33		50.00		0.00		16.67		12
All Grades	53.95	42.98	27.63	35.96	9.87	14.91	8.55	6.14	152	114

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
<b>K</b>	48.39	5.88	45.16	88.24	*	5.88	62	17
<b>1</b>	52.94	50.00	29.41	40.91	*	9.09	51	22
<b>2</b>	66.67	63.64	33.33	31.82		4.55	39	22
<b>4</b>		23.08		69.23		7.69		13
<b>5</b>		16.67		77.78		5.56		18
<b>6</b>		16.67		66.67		16.67		12
<b>All Grades</b>	54.61	29.82	36.84	61.40	8.55	8.77	152	114

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
<b>K</b>	43.55	29.41	46.77	64.71	*	5.88	62	17
<b>1</b>	66.67	13.64	23.53	72.73	*	13.64	51	22
<b>2</b>	79.49	59.09	*	36.36	*	4.55	39	22
<b>4</b>		84.62		15.38		0.00		13
<b>5</b>		88.89		5.56		5.56		18
<b>6</b>		58.33		33.33		8.33		12
<b>All Grades</b>	60.53	52.63	31.58	41.23	7.89	6.14	152	114

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
<b>K</b>	*	0.00	79.03	88.24	*	11.76	62	17
<b>1</b>	45.10	22.73	37.25	54.55	*	22.73	51	22
<b>2</b>	43.59	9.09	43.59	68.18	*	22.73	39	22
<b>4</b>		7.69		84.62		7.69		13
<b>5</b>		5.56		72.22		22.22		18
<b>6</b>		0.00		50.00		50.00		12
<b>All Grades</b>	30.92	7.89	55.92	67.54	13.16	24.56	152	114

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
<b>K</b>	41.94	29.41	30.65	47.06	27.42	23.53	62	17
<b>1</b>	*	9.09	62.75	63.64	25.49	27.27	51	22
<b>2</b>	*	4.55	74.36	68.18	*	27.27	39	22
<b>4</b>		23.08		76.92		0.00		13
<b>5</b>		11.11		83.33		5.56		18
<b>6</b>		41.67		50.00		8.33		12
<b>All Grades</b>	26.97	16.67	52.63	67.54	20.39	15.79	152	114

**Conclusions based on this data:**

1. Speaking was the domain in which our students preformed the best, followed by the Listening domain.
2. Reading and Writing were the domains in which our students had the greatest challenge.

# 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
445	70.8	29.2	0.4
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	130	29.2
Foster Youth	2	0.4
Homeless	5	1.1
Socioeconomically Disadvantaged	315	70.8
Students with Disabilities	67	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
Asian	6	1.3
Filipino	4	0.9
Hispanic	393	88.3
Two or More Races	6	1.3
White	28	6.3





### Conclusions based on this data:

1. El Cerrito School predominantly serves Socioeconomically Disadvantaged youth with over 70% of our population qualifying for free or reduced lunch.
2. Hispanics are the largest race/ethnicity that we serve.



# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

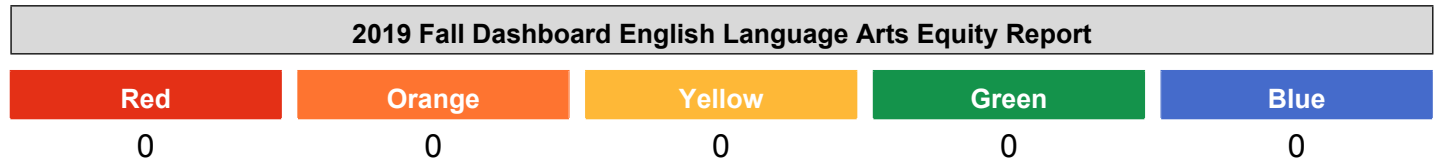
# School and Student Performance Data

## 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					
All Students		English Learners		Foster Youth	
 No Performance Color 26.8 points below standard 215		 No Performance Color 57.5 points below standard 87		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 44.7 points below standard 150		 No Performance Color 95.5 points below standard 34	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  No Performance Color 25.8 points below standard 192	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 75.9 points below standard 14

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 86.4 points below standard 51	<b>Reclassified English Learners</b> 16.7 points below standard 36	<b>English Only</b> 16.6 points below standard 113
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#### Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

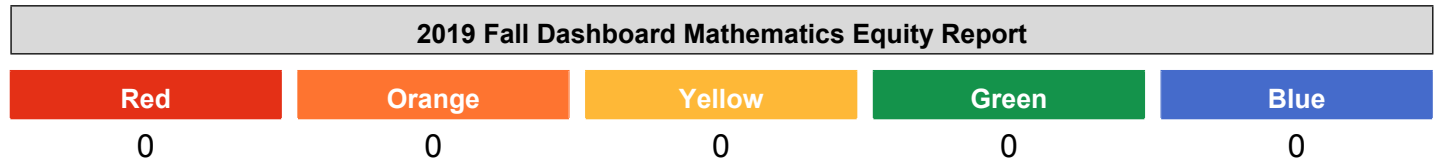
# School and Student Performance Data

## 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		
<b>All Students</b>  No Performance Color 27.4 points below standard 215	<b>English Learners</b>  No Performance Color 48.3 points below standard 87	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  No Performance Color 42.4 points below standard 150	<b>Students with Disabilities</b>  No Performance Color 86.9 points below standard 34

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b> 	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  No Performance Color 28.2 points below standard 192	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b> 	<b>White</b>  No Performance Color 62.1 points below standard 14

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 79.2 points below standard 51	<b>Reclassified English Learners</b> 4.5 points below standard 36	<b>English Only</b> 20.4 points below standard 113
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#### Conclusions based on this data:

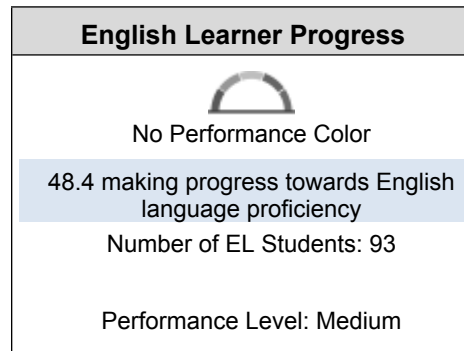
1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.3	32.2	5.3	43.0

#### Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	1	0	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 5.1 Declined -1.7 468	<b>English Learners</b>  Blue 0 Declined -4.4 148	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Green 6 Declined -1.9 335	<b>Students with Disabilities</b>  Orange 9.9 Increased +3.4 81



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Green 4.1 Declined -2.9 413	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color 17.2 Increased +12.9 29

### Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

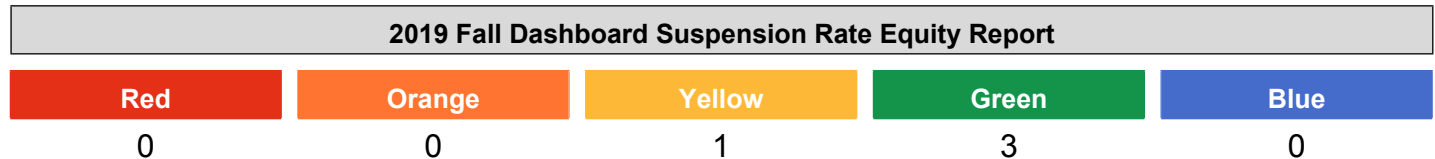
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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









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		
<b>All Students</b>  Yellow 1.4 Maintained 0 495	<b>English Learners</b>  Green 0.6 Declined -0.6 157	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 6	<b>Socioeconomically Disadvantaged</b>  Yellow 1.7 Maintained -0.1 348	<b>Students with Disabilities</b>  Green 2.4 Declined -1.3 83

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 8	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 5
<b>Hispanic</b>  Green 1.1 Declined -0.4 438	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 8	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 3.3 Increased +3.3 30

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.4

#### Conclusions based on this data:

1. This data is from the fall of 2019. There is no data from the 2019-2020 school year to analyze.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Analysis of CAASPP data in the area of English Language Arts shows the area of Reading will continue to be an area of focus for El Cerrito. Our school wide focus of demonstrating understanding of precise academic vocabulary through productive discourse, applied writing tasks and close reading skills will support our work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	39.56% Met or Exceeded	We expect to see 44% of our students meet or exceed.

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)

Tier I-All Students

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily student learning goals

or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning. (Add SLT Focus for each school).
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Use iReady diagnostic results to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons

School will:

- Provide Early/ Late Group (Kinder only) model that is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance learning experience such as: blogs, web sites, virtual field trips, etc.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc.

• Provide learning opportunities through Zoom

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

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

Amount(s)	Source(s)
8,565	Title I 2000-2999: Classified Personnel Salaries Information Services Tech
8377	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
3000	Title I 1000-1999: Certificated Personnel Salaries release time for teachers

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

### Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, SIPPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of academic language. Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.

- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
  - Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Provide small group instruction via Zoom during Distance Learning.
- Provide small group instruction/intervention on campus during Hybrid Learning.

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

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

Amount(s)

Source(s)

14115

Title I  
2000-2999: Classified Personnel Salaries  
Instructional Aide Salaries

### **Strategy/Activity 3**

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

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

Tier III-Intensive individual Intervention

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
  - Utilize support staff to provide specialized instruction for identified students.
  - Closely monitor students through the MTSS process.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

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

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



Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Instructional supports
5850	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Instructional supports

## 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.

El Cerrito's work with Innovate Ed in allowing our leadership teams to "lead from the middle" have proven to be effective in meeting our students needs. Teachers were given the time to analyze data and make more informed decisions about how to meet our students needs. Our continued partnership with Innovate Ed will allow our teachers to continue reflecting and refining the process of instructional planning.

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

None at this time.

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

Due to Covid-19 and the changes in instruction and lack of state test scores, we will use local measures to monitor student progress and provide additional support when needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Analysis of CAASPP data shows we need to work in the area of Communicating Reasoning.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

35.35% Met or Exceeded

We expect 40.35% of our students to meet or exceed.

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)

Tier I-All Students

Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily over student learning goals or objectives for learning, language objectives, analysis of student

data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Use Cognitively Guided Instruction (CGI) strategies promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide content objectives and learning goals that will promote rigorous standards and language objectives. These will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse.
- Use the ST Math program that supports the visual exploration of math concepts for all students. Students will engage in ST Math weekly. All teachers and the principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the levels in the program to follow the district pacing guide for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.
- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development.
- Purchase supplemental materials and supplies needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
10878	Title I 4000-4999: Books And Supplies materials and supplies

1203

Title I  
5000-5999: Services And Other Operating  
Expenditures  
technology conference

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students who require more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Use iReady diagnostic data to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
release time for staff

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Tier III- Intensive Individual Intervention

### Strategy/Activity

### Tier III

#### Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
materials and supplies-manipulatives,  
instructional resources/workbooks

## 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.

Utilization of our newly adopted math adoption has proven to be effective in more closely meeting the standards in math.

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

No differences planned.

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

Due to Covid-19 and the changes in instruction and lack of state test scores, we will use local measures to monitor student progress and provide additional support when needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Improve the English Language Development for all English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 7.02% Level 2 - 27.19% Level 3 - 44.74% Level 4 - 21.05%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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)

Tier I-All English Learners

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Provide English Learners access to technology, software, and applications to support language acquisition.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support English Learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,980	Title I 4000-4999: Books And Supplies Materials and Supplies
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
3800	Title I 1000-1999: Certificated Personnel Salaries Release Time For Staff

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Tier II-Small Group Intervention

#### Strategy/Activity

Tier II

Small Group Intervention

#### Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.

- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.

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

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

Amount(s)

4252

Source(s)

Title I  
3000-3999: Employee Benefits  
Instructional Aide Benefits

### **Strategy/Activity 3**

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

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

Tier III-Intensive Individual Interventions

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

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

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
Release time for teachers

### **Strategy/Activity 4**

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

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

Strategy/Activity



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**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.

Implementation of the strategies and activities are based on the progress monitoring that occurs in weekly PLC meetings as well as SLT meetings.

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

We don't anticipate any differences at this time.

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 at this time.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in-person or via zoom.

## Identified Need

We will continue to support parents in ways to support their children both academically and behaviorally.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Record	80%	85%

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

- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries Communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.

- Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, Writing, and Math Nights.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/ teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Digital signage will be on display and information will be kept current in the office for parents and visitors to be informed.
- Classroom visitations will be scheduled for parents to watch their children in class.
- Additional resources and materials may be purchased as needed.

\* Provide family engagement activities via zoom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6682

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and Supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

We see an increase in parent involvement every year. With the reconfiguration completed, we saw an increase in involvement in parents as their children were at 1 school rather than split among many.

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

None at this time.

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.

None at this time.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

Creating a positive environment that promotes positive choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	91% strongly agree	5 Percent Increase

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture
- Various opportunities for student social engagement, as well as promoting positive school culture, will be provided through structures such as lunch club and other focus groups.

- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report.
- Teacher development relating to meeting the social/emotional needs of our students, in order to access their learning will be provided.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

Title I  
4000-4999: Books And Supplies  
materials and supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Our PBIS team which represents the entire school meets to ensure all staff are implementing agreed upon strategies.

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

None at this time.

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.

None at this time.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,202.00

## 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	\$85,352.00

Subtotal of additional federal funds included for this school: \$85,352.00

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 - Supplemental and Concentration	\$21,850.00

Subtotal of state or local funds included for this school: \$21,850.00

Total of federal, state, and/or local funds for this school: \$107,202.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

21,850.00

Title I

85,352.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

11,800.00

2000-2999: Classified Personnel Salaries

22,680.00

3000-3999: Employee Benefits

4,252.00

4000-4999: Books And Supplies

58,890.00

5000-5999: Services And Other Operating Expenditures

9,580.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

1,000.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

20,850.00

1000-1999: Certificated Personnel Salaries

Title I

10,800.00

2000-2999: Classified Personnel Salaries

Title I

22,680.00

3000-3999: Employee Benefits

Title I

4,252.00

4000-4999: Books And Supplies

Title I

38,040.00



5000-5999: Services And Other  
Operating Expenditures

Title I

9,580.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,407.00
Goal 2	26,081.00
Goal 3	18,032.00
Goal 4	6,682.00
Goal 5	15,000.00

# School Site Council Membership

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

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

Name of Members	Role
Josh Atwater	Parent or Community Member
Helen Fernandez	Parent or Community Member
Silvia Montes	Parent or Community Member
Gloria Campana	Parent or Community Member
Vanessa Caldwell	Parent or Community Member
Angelique Coloma	Classroom Teacher
Crystal Barnett	Classroom Teacher
Sandra May	Classroom Teacher
Celina Barajas	Other School Staff
Emily Flesher	Principal

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



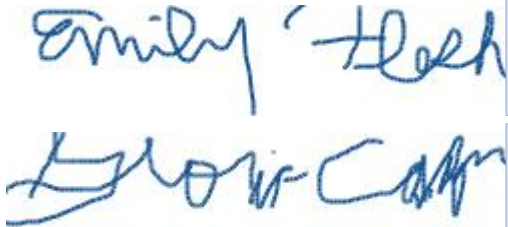
English Learner Advisory Committee

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 January 11, 2021.

Attested:



Principal, Emily Flesher on 1/11/21



SSC Chairperson, Gloria Campana on 1/11/21

# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladera Palma Elementary School	30665636028963	December 16, 2020	February 11, 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.

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

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

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the



opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Ladera Palma Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. As a Dual Immersion Academy, the educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy in two languages. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Input from Staff

Since March 13, 2020, our staff has undertaken the arduous task of learning how to provide rigorous Dual Immersion Instruction through Distance Learning. Our professional meetings have focused on this enormous and important task. However, through this time, we have maintained the focus of providing strong Dual Immersion instruction via a digital format. The following summaries are based upon staff surveys, minutes/findings from Leadership Team and PLC meetings:

### English-Language Arts :

For Ladera Palma students to continue to make growth in Language Arts, our staff has worked towards an agreed goal that we need to focus on instructional practices and curriculum that support our implementation of a successful Dual Immersion Program either in-person or via Distance Learning. As such, we agree that we need to focus on attaining high levels of literacy in the target language in order to attain high levels of literacy in English. In order to bring about an upward trend in academic growth, and at the same time strongly supporting our significant subgroups, these practices include but are not limited to:

- Designated and Integrated ELD instruction daily in all classrooms using GLAD, Thinking Maps based on the 90:10 model for Dual Immersion programs. This is accomplished through the AELD model of English Language Development model.
- Thinking Maps and GLAD Strategies incorporated in Spanish Language Arts and eventually English Language Arts to provide comprehensible input and academic language development.
- Step Up to Writing instruction with an added focus on having students become more independent writers in the 3 Text Types found in Common Core State Standards.
- Reading Comprehension Strategies with a focus on Close Reading and Text Dependent Questions in whole group Read Aloud/Think Aloud lessons as well as in small group Differentiated Instructional Guided Reading Groups . DOK will be a strategy used to scaffold level of speaking, thinking, and listening.
- Increase focus writing revision strategies through Co-op Strip Paragraph (GLAD) and Writer's Workshop model.
- Differentiated Instruction throughout the day with a focus on developing standards based "Respectful Tasks" for those students working independently.
- PLC Collaboration that includes instructional planning, data analysis, Tier I interventions and planning for extending instructional opportunities as necessary.
- A strong MTSS system of supports focusing on strong Tier 1 instruction; well-articulated and monitored Tier 2 and 3 interventions as needed.
- Use of Technology-both hardware and software with a focus on increasing the use of iPads, laptops and their corresponding Apps to increase student achievement.
- Distance Learning instructional practices that support oral and written language through the use of technology and digital interaction.

- Support for our continued school focus: Academic Language in oral and written language.

## Mathematics

In order for our students to continue moving students towards levels of proficiency in math Common Core State Standards, instructional practices will include but are not limited to:

- Focus on Mathematical Discourse and academic language in both languages to encourage student expressing their reasoning orally or in writing.
- Professional Development in our adopted curriculum, Bridges, and CGI (Cognitively Guided Instruction) for teachers to implement the model more fully and with deeper understanding.
- Continued staff development and implementation support from our TOSA including lesson modeling, observation, feedback, Lesson Study, etc.
- Math Common Core aligned instruction implemented daily in every classroom focusing on conceptual , skill fluency and problem solving development.
- Higher level questioning strategies that focus on uncovering student thinking and support academic language for students to justify their reasoning.
- PLC meetings focused on analysis of student work to inform math instruction and Tier I interventions.
- Differentiated instruction during mathematics to ensure student comprehension and engagement.
- Use of Technology, both hardware and software with a focus on increasing the use of iPads, laptops and their corresponding Apps to increase student achievement.
- Distance Learning instructional practices that support math reasoning and problem solving through the use of technology and digital interaction.
- Use of iReady Math assessments and games to help teachers assess student skill and problem solving knowledge and use this knowledge to provide math instruction, re-teaching and intervention.

## English Learners:

Staff will participate in staff development throughout the year to assist students in their English Language Development. The staff at Ladera Palma School embraces the fact that teaching strategies for our English Learners must include differentiated instruction at our students' specific level of English Language Development. We begin by using the ELPAC information to guide our instruction and then identify ways to engage students of varying language levels. We are committed to providing direct and focused instruction in Language Development during ELD instruction (Designated ELD) through the AELD model. Additionally, we will provide instruction that scaffolds language and concepts throughout content instruction in all academic areas using SDAIE strategies (Integrated ELD). Understanding students' various levels allows teachers to scaffold instruction for their students making them feel more successful and increasing their language development. The staff has met and will continue to discuss various resources, materials, and curriculum that could assist us in attaining this goal. Specifically, G.L.A.D. strategies are implemented school wide to assist students with comprehension skills, vocabulary development, and academic language.

Teachers will also receive training on the new computerized assessment, ELPAC.

Additional practices include but are not limited to:

- Educational Assistants to support small group, differentiated instruction.
- Daily use of GLAD strategies to provide comprehensible input and support academic language in all subjects.

- Systematic Designated ELD instruction for EL students with 30 minutes of daily instruction through the AELD model and Integrated ELD as designated by the 90:10 Dual Immersion Program Model.
- Professional Development on Best Practices for Instruction, Curriculum and Assessment for ELD and SDAIE.
- Teacher will consistently engage their English Learners in their instruction by asking higher level thinking questions; expecting complete sentences and providing language supports as necessary.
- Continued staff development and implementation support from our TOSA for GLAD strategies; effective Dual Language pedagogy; specific skills for language transference.
- Distance Learning instructional practices that support oral and written language through the use of technology and digital interaction.
- Use of Technology-both hardware and software with a focus on increasing the use of iPads, laptops and their corresponding Apps to increase student achievement.

### Identified Needs for Professional Development

Professional Development opportunities need to be reimaged for this school year. Based on our current Distance Learning situation, Professional Development will be addressed through the following:

- Professional Development opportunities have consisted of Distance Learning pedagogy and curriculum as well as Dual Immersion best practices for Distance Learning. All PD will be conducted remotely and through this mode of delivery, will serve to further our technology teaching skills.
- Dual Immersion PD opportunities such as: Dual Immersion Virtual Conferences; grade level planning and collaboration; work with TOSA to observe and/or model among teachers/colleagues through remote learning.
- Professional Development through LHCSd for our Language Arts Curriculum (Maravillas); our Math curriculum (Bridges); Thinking Maps; Distance Learning Pedagogy; iReady, Achieve, Imagine Learning and Happy Numbers training for digital resources.
- English Language Development and Language Acquisition Professional Development and the role it plays within our DI program (AELD).
- Professional Development in the use of student and adult technology such as iPads; laptops; Virtual classroom platforms and the corresponding apps as are needed for Distance Learning or in-person Flipped Classroom pedagogical practices.

### Input from Parents

The following summaries are based on input from our parent advisory groups including the School Site Council and A&I, and our weekly parent meetings. Since we experienced the school closure at the end of the 19-20 school year, we were unable to give the Title I and EL Parent Survey:

In the past, parents have overwhelmingly expressed that they feel that the overall academic program offered at Ladera Palma School is a positive and successful one. Through our parent meetings, they continue to express this. They feel encouraged to participate in their child's learning and agree that our frequent communication is a strong aspect of our school. Especially through this pandemic, our parents have been very positive on how our district and school have responded to their safety and health concerns. They are especially grateful that our school and district has been able to provide virtual as well as in-person instruction based on health data. They have also expressed gratitude that a Dual Immersion virtual as well as in-person option has been provided at Ladera Palma. Parents realize that they are not able to volunteer at this moment, but through the efforts of our PTA

and other school clubs, parents have been able to participate in various ways and to take part in decision making. Especially this year, parents also greatly appreciate the Aeries Communication system of automated phone calls home to remind parents of important up-coming events and their ease to get information via Parent Portal. We continue to improve upon, based upon our input from parents, are in offering our parents more classes and workshops on Social Emotional Learning; Distance Learning; Behavior Management and Technology and Internet Safety. Parents would also like us to continue to send information and provide workshops or trainings in both English and Spanish. Spanish speaking parents, in particular, would like more opportunities to learn how to help their child in school. Parents also expressed that they would like all events posted in the students' virtual classrooms as well as our school website in both languages.

### Student Learning

The majority of parents at Ladera Palma express that they are very pleased with the achievement levels of their students and the implementation of the Dual Immersion Program. School assessment data in the form of school level progress monitoring data was shared with the School Site Council and A&I. A major concern expressed by parents is how Distance Learning is affecting their students target language as well as English Language acquisition. Parents have expressed a need for community building activities that can be organized remotely to promote students' sense of well-being and connectedness to their school.

### Home-School Communication:

All communication sent home for school wide events is translated into Spanish. Board members on our Parent Teacher Association are bilingual and provide information to parents in Spanish so these parents may further participate in PTA. All of our teaching personnel is bilingual and do not need translators for conferences or events for Spanish speaking families. Other opportunities to communicate with parents are provided through our weekly Parent Meetings, School Site Council, School Weekly Newsletter, and classroom newsletters and google websites. We all use REMIND to communicate immediately and effectively with parents as well Aeries Communications phone system messages highlighting important and schedules. The school web site; students' virtual classrooms; and marquee highlight upcoming events.

### Parent Training and Involvement Opportunities:

- Community Liaison who organizes parent clubs; parent education website; organizes volunteer opportunities; supports with family access to community resources; and actively supports the PTA as well.
- Facebook, Twitter, REMIND texts; teacher Google Sites; posted on student virtual classrooms; AERIES communications; and school Webpage
- Parent and Teacher Association (PTA)
- Classroom and School-wide Volunteer Opportunities (on-hold this year until safe to do so)
- Back to School Night- done virtually this year.
- Parent/Teacher Conferences-Reports to parents about the academic standards and expectations. This time also share each child progress towards meeting proficiency in a virtual manner.
- Family Nights done in virtual opportunities focusing on school connectedness; and cultural competences and events

### Area Identified for Training:

Parents were specifically interested in training on the following topics of interest:



- Distance Learning
- Behavior Management
- Reading/Math Skills
- Technology and Internet Safety

## **Classroom Observations**

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

Site walk-throughs are scheduled during our work with Innovate Ed and ATDLE to support our leadership group of teachers to identify areas of strength and need in the instructional setting. The findings are shared with grade levels or school-wide immediately so that we can collaboratively determine next steps instructionally.

Informal and Formal Observations: The principal at Ladera Palma is committed to observe in every classroom several times a week. She will provide written feedback with the purpose of providing instructional feedback and support. Formal observations will be set up with teachers who have formal observation requirements as determined by the district contract. These teachers will choose a focus areas and indicators of success for the principal to monitor throughout the year. They will be required to be formally observed and evaluated at least once a year providing lesson plans in their focus area of growth.

## **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)

At the beginning of the school year, school site staff usually analyze CAASPP (California Assessment of Student Performance and Progress) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports. This school year, due to Covid 19, the CAASPP data for the 19-20 school year was not available. We used the previous year's data as well as local multiple measures.



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

Ladera Palma Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. IReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Ladera Palma Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Ladera Palma staff works with a District Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. The TOSA also assists with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, District wide teams meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. This year, training on Distance Learning pedagogy and review of school instructional focus in oral and written Academic Language was presented. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady and/or Achieve 3000, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS system of supports
- \* Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

- \*LCFF
- \*District funding

## School Profile

At Ladera Palma, we are extremely proud of our spectacular Dual Immersion (DI) Program. It was established in 2014 and has grown yearly! We now are able to offer Dual Immersion TK to 6th grades on one campus. Our DI offers native Spanish speakers and native English speakers an opportunity to maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The Dual Immersion Program follows a 90:10 model that focuses on Spanish Immersion first with sequential bilingual/biliterate skills acquired in English. English is added to the curriculum incrementally so that by fifth grade, students are receiving instruction for 50% of the day in both English and Spanish until Eighth grade. Dual Immersion staff is committed to continue to incorporate Visual and Performing Arts, Project Based Learning and Coding to our students' curriculum through the target language, Spanish. Additionally, we operating a very successful TK Dual Immersion program.

Our program's foundation are the Three Pillars of Dual Language Education and our school goals for the program are aligned to these tenets. The first goal is that our students achieve bilingualism and bi-literacy. Our goal is for all of our students to be able to speak, understand, read and write in both languages. Our second goal is that all of our students reach high academic achievement levels in both languages. We measure and monitor our students' skills continuously, using assessments in both languages. Students begin to take formal state assessment in Spanish beginning in 3rd grade, but we assess in both languages in all grade levels. Finally, our third goal is that all of our students are able to develop cross-cultural competence skills and understanding. Through culturally responsive instruction and curriculum, we explore various cultural celebrations and education, focusing specifically on the cultures of Latin America.

To reach these goals, it is very important that the entire school work as a team! The Ladera Palma staff demonstrate a deep commitment to working as a united Professional Learning Community. To this end, our teachers meet regularly to discuss student achievement; plan collaboratively; follow professional lines of inquiry to further their professional learning; and work collaboratively to review and revise instructional plans and goals. Additionally, our teachers exemplify being life-long learners as they are continuously searching for effective instructional pedagogy and supporting research to further our goals as a Dual Immersion school.

Our school is also committed to empowering and engaging our students' families and community. Our students can succeed surrounded in a community that supports and nurtures their quest for a multilingual, multi-literate and multicultural education. To this end, our staff works diligently in collaboration with our parents to create an academically and culturally rich learning environment. Parents are offered a variety of opportunities to become involved in their school through volunteering, community events, parent education classes, clubs and through our PTA. We realize the power of working collaboratively with our families to augment our students' education. Additionally, we work closely with our community institutions to provide support or extension opportunities for our students and their families.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The process is a year long. Recommendations to adjust our plan are received at these meetings, and these recommendations are incorporated into the SPSA. Usually, teachers analyze CAASPP data and end of the year data for multiple measures and determine next instructional and programmatic steps as grade levels and as a school team. In March 2020, our state mandated stay in place orders and we concluded our school year through Distance Learning. Our students subsequently did not take the CAASPP state tests and only just finished the winter set of multiple measures. We used these measures to analyze our instructional program and make instructional decisions as well as entry-level assessments. These recommendations are further incorporated in to the SPSA. Weekly parent meetings seek input on various aspects of our school program. Parent input was used from these meetings to inform our SPSA. Finally, the school plan is reviewed yearly with School Site Council (SSC) consisting of elected parent, classified and teacher representatives. Their recommendations for changes made at the November 18, 2020 SSC meeting were incorporated into the yearly SPSA. Ladera Palma Teachers further gave input to the SPSA at the December 9, 2020 staff meeting. The SPSA is finally reviewed and finalized with SSC representative input and adopted at the December SSC meeting.

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.69%	1.02%	0.63%	3	4	3
Asian	2.52%	0.77%	1.06%	11	3	5
Filipino	0.23%	%	0%	1		0
Hispanic/Latino	83.03%	91.3%	92.39%	362	357	437
Pacific Islander	0.23%	%	0%	1		0
White	12.61%	5.12%	4.86%	55	20	23
Multiple/No Response	%	0.51%	1.06%		2	0
Total Enrollment				436	391	473

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	188	138	146
Grade 1	110	90	80
Grade 2	138	60	84
Grade3		55	58
Grade 4		48	57
Grade 5			48
Total Enrollment	436	391	473

### Conclusions based on this data:

1. Our largest subgroup has Hispanic students. Also, there are substantial numbers in our White, African American and Asian American subgroups.
2. Our enrollment is increasing every year as we continue to expand to become a TK-6th grade campus.

# 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	135	131	170	31.0%	33.5%	35.9%
Fluent English Proficient (FEP)	7	23	60	1.6%	5.9%	12.7%
Reclassified Fluent English Proficient (RFEP)	8	17	18	7.2%	13%	10.5%

### Conclusions based on this data:

1. English Learner numbers have fluctuated each year. However, the amount of students that were FEP initially has increased over time as many more bilingual students continue to enroll in our DI Program. Reclassified (RFEP) continue in healthy numbers and we would have Reclassified many more students if we had taken the ELPAC in the Spring. We were able to reclassify 7 additional students this fall by having them come in to take the ELPAC in the Fall in a safe, socially distant way.
2. There was a substantial increase in EL students that were considered FEP or RFEP in the 2018-19 school year. This increase also happened in the 19-20 school year. The students that initially were designated as FEP doubled and the students that reclassified would have continued to increase if we had been able to take the ELPAC in the Spring. We feel that our intense focus on language development in the target language of Spanish has led to student achievement in acquisition of English at fluent levels.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		48	57		46	57		46	57		95.8	100
Grade 4			49			49			49			100
All		48	106		48	106		48	106		95.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2400.	2387.		10.87	14.04		19.57	22.81		39.13	15.79		30.43	47.37
Grade 4			2434.			8.16			28.57			20.41			42.86
All Grades	N/A	N/A	N/A		10.87	11.32		19.57	25.47		39.13	17.92		30.43	45.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		10.87	15.79		52.17	42.11		36.96	42.11
Grade 4			8.16			46.94			44.90
All Grades		10.87	12.26		52.17	44.34		36.96	43.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		8.70	10.53		58.70	45.61		32.61	43.86
Grade 4			18.37			53.06			28.57
All Grades		8.70	14.15		58.70	49.06		32.61	36.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		6.52	14.04		71.74	68.42		21.74	17.54
Grade 4			4.08			79.59			16.33
All Grades		6.52	9.43		71.74	73.58		21.74	16.98



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		19.57	14.04		58.70	42.11		21.74	43.86
Grade 4			10.20			57.14			32.65
All Grades		19.57	12.26		58.70	49.06		21.74	38.68

**Conclusions based on this data:**

1. In the 18-19 school, more of our students tested were at or above standard in reading by 6% points. However, the percentage of students at the standard not met level increased by 15% points. This indicates we need to improve our students' performance in reading levels. We were unable to take the CAASPP state tests in the Spring, so continue to look at our multiple measures for guidance with reading goals.
2. When analyzing our subtests, Writing and Research and Inquiry were relative strengths and Reading and Listening were relative weaknesses. Our student scores have improved in 3rd grade over time. This demonstrates our students are improving in their ability to write, however, reading continues as a weakness.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		48	57		47	57		47	57		97.9	100
Grade 4			49			49			49			100
All		48	106		47	106		47	106		97.9	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2402.	2409.		4.26	10.53		25.53	24.56		38.30	28.07		31.91	36.84
Grade 4			2448.			6.12			26.53			42.86			24.49
All Grades	N/A	N/A	N/A		4.26	8.49		25.53	25.47		38.30	34.91		31.91	31.13

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		14.89	22.81		44.68	26.32		40.43	50.88
Grade 4			14.29			48.98			36.73
All Grades		14.89	18.87		44.68	36.79		40.43	44.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		6.38	15.79		55.32	40.35		38.30	43.86
Grade 4			8.16			55.10			36.73
All Grades		6.38	12.26		55.32	47.17		38.30	40.57

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		8.51	21.05		59.57	49.12		31.91	29.82
Grade 4			16.33			55.10			28.57
All Grades		8.51	18.87		59.57	51.89		31.91	29.25

**Conclusions based on this data:**

1. For the 2018-19 school years, our math scores remained about the same as compared to the previous school year. About 1/3 of our students tested were at or above standard in math. One third was at standard nearly met and the last third was at standard not met. This indicates we need to improve our students' performance in math. We were unable to take the CAASPP state tests in the Spring, so continue to look at our multiple measures for guidance with our math goals.
2. When analyzing the sub-tests, our students' relative strengths were communicating reasoning and concepts and procedures (which as a relative weakness last year). This may be due to the instructional practice of prompting students to explain their reasoning and justify their answers either orally or in writing. Concepts and procedures were a focus area instructionally and may be why we improved. A relative weakness was in problem solving and modeling/data analysis. We feel that we can address this issue by having our students exposed to more problem solving opportunities with increased rigor in both languages.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.8	1403.1	1441.0	1421.6	1410.3	1360.0	54	43
Grade 1	1475.5	1451.8	1473.0	1471.2	1477.3	1431.9	32	33
Grade 2	1496.7	1505.3	1499.2	1536.5	1493.5	1473.5	46	25
Grade 3		1494.6		1514.1		1474.6		23
Grade 4		1537.9		1533.6		1541.9		28
All Grades							132	152

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	2.33	27.78	34.88	29.63	53.49	*	9.30	54	43
1	50.00	3.03	34.38	42.42	*	48.48	*	6.06	32	33
2	56.52	28.00	30.43	36.00	*	32.00	*	4.00	46	25
3		8.70		39.13		43.48		8.70		23
4		32.14		50.00		17.86		0.00		28
All Grades	45.45	13.16	30.30	40.13	17.42	40.79	*	5.92	132	152

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.89	13.95	27.78	39.53	27.78	39.53	*	6.98	54	43
1	65.63	18.18	*	51.52	*	30.30	*	0.00	32	33
2	65.22	60.00	26.09	32.00	*	4.00	*	4.00	46	25
3		39.13		52.17		8.70		0.00		23
4		67.86		21.43		7.14		3.57		28
All Grades	54.55	36.18	25.00	39.47	15.91	21.05	*	3.29	132	152

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
<b>K</b>	55.56	6.98	35.19	81.40	*	11.63	54	43
<b>1</b>	68.75	36.36	*	63.64	*	0.00	32	33
<b>2</b>	63.04	40.00	34.78	56.00	*	4.00	46	25
<b>3</b>		8.70		82.61		8.70		23
<b>4</b>		39.29		57.14		3.57		28
<b>All Grades</b>	61.36	25.00	33.33	69.08	*	5.92	132	152

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
<b>K</b>	33.33	16.28	57.41	65.12	*	18.60	54	43
<b>1</b>	56.25	21.21	34.38	72.73	*	6.06	32	33
<b>2</b>	65.22	64.00	32.61	32.00	*	4.00	46	25
<b>3</b>		60.87		39.13		0.00		23
<b>4</b>		67.86		25.00		7.14		28
<b>All Grades</b>	50.00	41.45	43.18	50.00	*	8.55	132	152

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
<b>K</b>	29.63	0.00	55.56	72.09	*	27.91	54	43
<b>1</b>	56.25	15.15	*	60.61	*	24.24	32	33
<b>2</b>	47.83	12.00	39.13	60.00	*	28.00	46	25
<b>3</b>		0.00		56.52		43.48		23
<b>4</b>		14.29		75.00		10.71		28
<b>All Grades</b>	42.42	7.89	43.18	65.79	14.39	26.32	132	152

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
<b>K</b>	38.89	20.93	31.48	41.86	29.63	37.21	54	43
<b>1</b>	*	0.00	59.38	63.64	*	36.36	32	33
<b>2</b>	43.48	4.00	54.35	60.00	*	36.00	46	25
<b>3</b>		4.35		73.91		21.74		23
<b>4</b>		25.00		75.00		0.00		28
<b>All Grades</b>	37.88	11.84	46.21	60.53	15.91	27.63	132	152

**Conclusions based on this data:**

1. Overall, EL students were scoring in levels 2, 3 and 4 on the test. These levels correlate with the Expanding and Bridging ELD standards and indicate that EL students' language levels are progressing and there were very few students at the Emerging levels, even at Kindergarten. Our were unable to take the ELPAC Summative test in the Spring, so we will continue to look at our multiple measures for guidance with our English Language goals.
2. However, when reviewing the subsequent data, Oral Language levels were in definitively in the Somewhat/Moderately to Well-Developed performance domains. Oral Language was definitely an area of strength.
3. On the other hand, a relative area for growth would be in the writing domain. The majority of students demonstrated that they were somewhat/moderately proficient in written language across the grade levels. Written Language was a relative area of need. Our reading domain also is a relative area for growth, as most students scored in the Somewhat/Moderately performance levels. As we begin to gain more English reading and writing fluency in the upper grades of our DI program, we should have more students meeting the Well-Developed performance domains and be able to re-classify.

# 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
391	60.1	33.5	0
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	131	33.5
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	235	60.1
Students with Disabilities	11	2.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
Asian	3	0.8
Hispanic	357	91.3
Two or More Races	5	1.3
White	20	5.1

### Conclusions based on this data:

1. Our Hispanic population is at 91%, a clear majority. EL students make up 34% of our school population (about 1/3) and we have 60% of our population that qualify as Socioeconomically Disadvantaged. About 3% of our student population is identified as a student with a disability.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. Our area for growth is in Language Arts from previous year CAASPP data as well as our multiple measures. We continue to demonstrate strengths in Chronic Absenteeism and Suspension Rate. Both have decreased in the last two years.



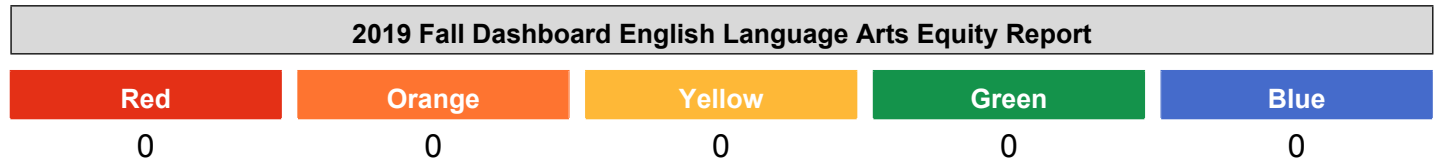
# School and Student Performance Data

## 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		
<b>All Students</b>  No Performance Color 39.7 points below standard 102	<b>English Learners</b>  No Performance Color 70.5 points below standard 60	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 55.2 points below standard 71	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 49.2 points below standard 95	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.2 points below standard 48	15.7 points below standard 12	2.6 points above standard 39

#### Conclusions based on this data:

1. While we still do not have multiple year data to compare, we are able to see that we overall are about 40 points below standard in English Language Arts. Our two subgroups with the biggest deficits are English Learners at 71 points below the standard and Socioeconomically Disadvantaged subgroup at 55 points below standard.
2. Relative strengths in English Language arts are our English only population at 3 points above standard and Reclassified English Learners at only 16 points below standard.

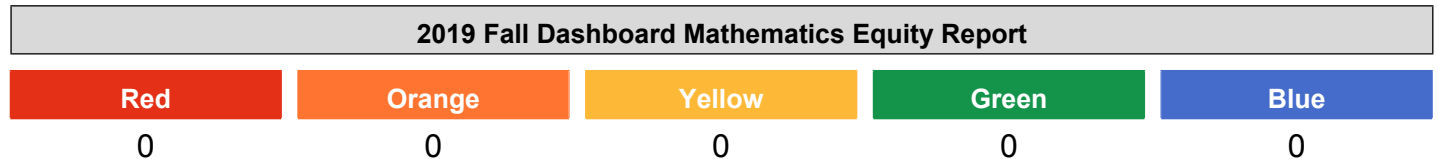
# School and Student Performance Data

## Academic Performance Mathematics





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







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		
<b>All Students</b> <div>  <p>No Performance Color</p> <p>28.4 points below standard</p> <p>102</p> </div>	<b>English Learners</b> <div>  <p>No Performance Color</p> <p>50 points below standard</p> <p>60</p> </div>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b> <div>  <p>No Performance Color</p> <p>44.3 points below standard</p> <p>71</p> </div>	<b>Students with Disabilities</b> <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> </div>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 36.3 points below standard 95			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.6 points below standard 48	8.3 points above standard 12	1.8 points above standard 39

#### Conclusions based on this data:

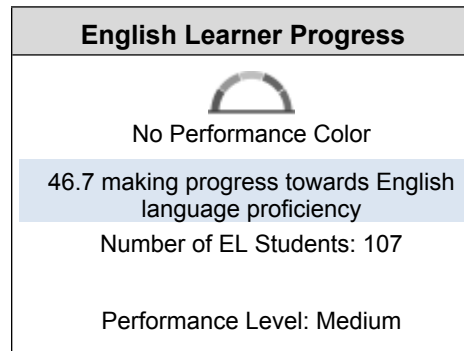
- While we still do not have multiple year data to compare, we are able to see that we overall are about 28 points below standard in Math. Our two subgroups with the biggest deficits are English Learners at 65 points below the standard and Socioeconomically Disadvantaged subgroup at 44 points below standard.
- Relative strengths in Math are our English only population at 2 points above standard and Reclassified English Learners at 8 points above standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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
27.1	26.1	3.7	42.9

#### Conclusions based on this data:

1. We have 46.7% of our students that have progressed at least one ELPI level or maintained a ELPI level 4. While we do not have multiple year's data to compare, this demonstrates that about half of our EL students are progressing at a consistent rate towards proficiency.
2. However, having about 27% decrease one ELPI level is concerning. As reading and writing becomes more complex, many students may have more difficulty maintaining higher levels of proficiency. We will continue to support our students through designated ELD/AELD to build oral language as well as written language.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. None

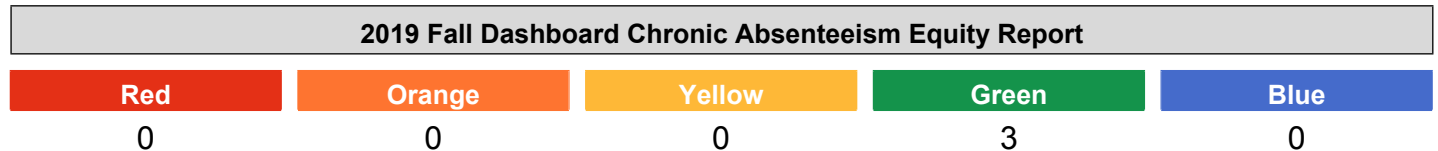
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 4.3 Declined -2.9 397	<b>English Learners</b>  Green 3.6 Declined -2.1 165	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  Green 5.4 Declined -2.3 241	<b>Students with Disabilities</b>  No Performance Color 6.7 Declined -2.1 15

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Green 4.4 Declined -2.5 363	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color 5 Declined -3.5 20

### Conclusions based on this data:

1. We have improved our Chronic Absenteeism. All students declined 2.9 points as we only have 4.3% chronic absenteeism. All subgroups also declined about 2 points overall with our white population declining the most at 3.5 points. We are currently at the green level for this area overall and for all subgroups.



# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. None.

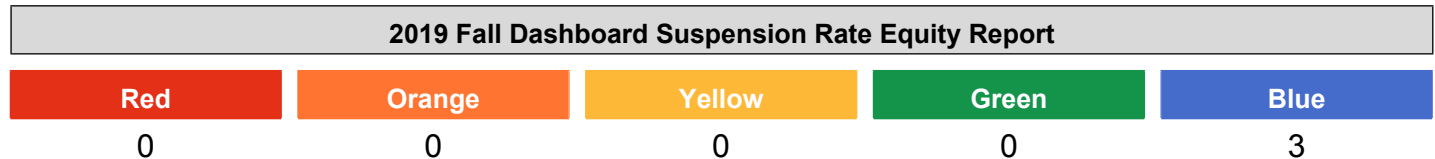
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 0 Maintained -0.2 397	<b>English Learners</b>  Blue 0 Maintained 0 165	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3	<b>Socioeconomically Disadvantaged</b>  Blue 0 Maintained 0 241	<b>Students with Disabilities</b>  No Performance Color 0 Maintained 0 15

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 3	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 363	 No Performance Color Less than 11 Students - Data 7		 No Performance Color 0 Declined -1.7 20

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

#### Conclusions based on this data:

1. Our suspension rate fell in the category of Blue, with 0 students being suspended for the last two years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

When analyzing our CAASP scores, iReady diagnostic data (in English), Achieve 3000 data (in Spanish), we have identified the need to improve our reading comprehension scores through vocabulary acquisition skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	37% met or exceeded standard	42% at or above standard

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS (Spanish and English)

#### 1.1 Core Instructional Program -Tier I

- All students will access the Core Reading Curriculum (McGraw Hill Maravillas) on a daily basis.
- Teachers will teach California Common Core Spanish State Standards using current current core reading curriculum. English CCSS Standards will be taught using core reading curriculum beginning in 3rd grade.

- In SLA/ELA all teachers will focus on teaching the 3 text types and implementing reading comprehension strategies: Close Reading and Text Dependent Questioning.
- Teachers will utilize vocabulary development cards and GLAD strategies to enhance reading comprehension, vocabulary and the writing process during reading and writing instruction.
- Teachers will ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Teachers will provide Differentiated Instruction during Early/Late groups (Kindergarten) in Guided Reading and Writing strategies.
- Supplemental instructional materials such as books, web-based teacher resources sites, etc. will be reviewed, copied and purchased where appropriately needed.
- Students will be progress monitored in Spanish using Achieve 3000 Assessments as well as using other multiple measures and beginning in 3rd grade, iReady assessments in English as well.
- Teachers will integrate writing throughout the year with field trips and other authentic opportunities to write as evidenced by reading response journals, GLAD writing strategies, journals, and math journals.
- Access to technology will be provided as opportunities for students to type original stories, utilize teacher created story/writing frames, and publishing all in order to aide in reading comprehension.
- Teachers will teach writing and increase reading comprehension through mini lessons, Think-Aloud, and Modeled/Shared/Interactive Writing.
- Teachers will enhance reading comprehension and writing strategies instruction by using GLAD strategies including but not limited to: Pictorial Input charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, Cognitive Content Dictionaries.
- Teachers will be offered Professional Learning opportunities that include Professional Development, Conferences, and opportunities to collaborate and learn from colleagues to further their knowledge of Dual Immersion, GLAD, Leadership (SLT), GATE, etc.
- Homework assignments will be designed to reinforce standards.
- Students will be taught in a 90:10 Dual Immersion Instructional model which is a research based instructional model resulting in high academic achievement for all learners.
- Updated technology (ipads) and software will be utilized in identified classrooms in order to increase achievement levels in reading/reading comprehension.
- Updated reading/language arts digital applications to support literacy during Distance Learning.
- Students will be assessed using diagnostic assessments in Spanish (Achieve 3000 and Imagine Learning Español) and English (iReady) to give teachers information to adjust instruction and provide intervention or directed teaching and also provide students additional practice on computerized lessons.

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

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

Amount(s)

Source(s)

1000	Title I 1000-1999: Certificated Personnel Salaries Subs for staff development and PD
25000	Title I 4000-4999: Books And Supplies Materials and Supplies-
1000	Title I 5000-5999: Services And Other Operating Expenditures Conference registration- DI program support
15000	Title I 4000-4999: Books And Supplies Technology supplies
195	Title I 1000-1999: Certificated Personnel Salaries Benefits
11687	Title I 5800: Professional/Consulting Services And Operating Expenditures Software Agreements- Illuminate/Typing Agent/ Library Software

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students identified as needing strategic intervention strategies (Tier II)

### Strategy/Activity

#### 1.2 Small Group Intervention - Tier II

- Small group leveled instruction in-person or during virtual instruction.
- Educational Assistants to lower student to teacher ratios for small group differentiated reading instruction.
- Transitional Kinder teachers will provide intervention in small groups for all students at risk of not meeting literacy proficiency during the school day.
- Benchmark Intervention Program; Rigor; and Camino al éxito will be used to provide small group intervention to identified students.
- Students with disabilities will receive "Front-Loading" prior to instruction in the regular classroom by our RSP teacher as well as identified assistance as stated in their IEP.
- Differentiated language scaffolds and language frames will be used to support students in using academic language to respond to teacher and higher level questions.
- The district will identify students who would benefit from additional instruction and review by offering a Summer Academy.
- Teachers will meet as a Level of MTSS process intervention for students who are at risk of not meeting standards to set goals and interventions and follow-ups for these students.
- Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified 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)
36372	Title I 2000-2999: Classified Personnel Salaries Inst. Aides
5171	Title I 3000-3999: Employee Benefits Instructional Aide Benefits

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students identified as needing intensive reading interventions (Tier III)

#### Strategy/Activity

##### 1.3 Intensive Individual Interventions-Tier III

- Individual differentiated and scaffolded instruction to support students to acquire the skills needed to be independent readers and writers based on Rtl Meeting Action Plan.
- Small group intervention to identified students by intervention aide consulting with RSP teacher.
- Additional adult support as needed to help with remediation, re-teaching or additional practice by instructional aides.
- Identify support to assist at-risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice.
- Teachers identify at-risk students and set goals for learning at data conferences with the principal.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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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## 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.

Students will be progress monitored to ensure that they are reading at grade level in both languages. Interventions will be offered to those that have been identified as needing some to intensive reading support. Assessment progress monitoring and diagnostic data will be used throughout the year to evaluate the strategies' overall effectiveness. Our 2020 winter multiple measures in reading were showing great progress in reading levels for students going through intervention groups. Before the state mandated school closures, our MTSS system of interventions were focused on our struggling readers in grades 1 to 5 and our students were responding well and showed great progress.

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

We were unable to complete the year expenses and MTSS Intervention Plan due to the state mandated school closures beginning in March 2020.

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

The major change to this section is to align our budget to have classified salaries all come from Title I funds. We will not be able to undertake as much Professional Development and extra small group intervention as we would like due to the Covid 19 restrictions. Materials continue to be part of both funds. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We continue to use Achieve 3000 for our 3rd-6th grade students, and will be initiating use of Imagine Learning en Español for our Kinder-2nd grade students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:  
Academic Excellence  
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5  
Human Resources Development  
Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

When analyzing our CAASPP scores and iReady diagnostic data in Math we have identified the need to improve our problem solving and modeling/data analysis.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	34% at or above grade level	39% at or above grade level

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

## Strategy/Activity

2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS

2.1 Core Instructional Program - Tier I

- All students will have access to the Core Curriculum (Bridges) on a daily basis.
- Teachers will provide opportunities for students to develop Mathematical Reasoning skills through problem solving using Cognitively Guided Instruction (CGI) strategies regularly.
- Teachers will be trained in math pedagogy to support student problem solving such as CGI.

- Teachers will teach California Common Core State Standards in Math through the adopted Math Curriculum.
- Teachers will implement Number Corner academic conversations to support student academic language and conceptual development.
- Based on the results of formative assessment and aligned with standards, teachers will plan and implement targeted, differentiated instruction using Common Core Standards aligned instruction and curriculum.
- Teachers will incorporate the use of manipulatives and visual supports in all concept lessons and extend the use of those manipulatives for students until mastery of the concept is achieved.
- Students will take iReady math diagnostic tests as well as curriculum tests and teachers will use this data to adjust instruction and provide re-teaching or intervention opportunities.
- Teachers will incorporate math number fluency games to support student engagement and number fluency.
- Update technology (i-Pads) and software to be utilized in identified classrooms in order to increase achievement levels in number sense and general math concepts.
- Teachers will create instructional plans collaboratively to implement Bridges with fidelity as grade levels.
- Teachers will collaborate to organize lessons and instructional materials to implement Bridges effectively.

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

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

Amount(s)	Source(s)
25000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplemental Math Supplies
5000	Title I 4000-4999: Books And Supplies Technology Supplies

### **Strategy/Activity 2**

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

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

All Students identified as needing strategic intervention strategies (Tier II)

#### **Strategy/Activity**

##### **2.2 Small Group Intervention-Tier II**

- Teachers will provide small group instruction and/or re-teaching as needed based on formative assessment.
- Teachers will provide daily spiral review of concepts based on student need as indicated by formative assessment.
- The District will identify students who would benefit from additional instruction and review by offering a Summer Academy.

- Teachers will Pre-teach and/or Re-teach Math concepts or skills based on formative assessments using manipulative and/or visual supports as necessary until students demonstrate proficient understanding of the concept or skill.
- Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socioeconomically disadvantaged population on free and reduced lunch and provide after school tutoring that targets math remediation.
- Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified 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)

Educational Aides for small group support  
(Reference Goal 1)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students identified as needing intensive reading interventions (Tier III)

#### Strategy/Activity

##### 2.3 Using the MTSS model, Intensive Individual Interventions- Tier III

- Individual differentiated and scaffolded instruction to support students to acquire skills needed to be independent math problem solvers based on Rtl Meeting Action Plan.
- Additional adult support as needed to help with remediation, re-teaching or additional practice.
- Identify support to assist at- risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice.
- Math small group instruction with Intervention Aide in consultation with RSP teacher.
- Teachers identify at-risk students and set goals for learning at data conferences with the principal.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

## SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

Teachers will use data from math assessments to be able to provide re-teaching opportunities; varied problem solving experiences; and further conceptual development intervention as determined by their diagnostic data. Last year, we were able to set up a strong MTSS system for intervention in Math in 3rd to 5th grade by having our aides provide additional support.

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

We were unable to complete the year expenses and MTSS Intervention Plan due to the state mandated school closures beginning in March 2020.

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

We will not be able to undertake as much Professional Development and extra small group intervention as we would like due to the Covid 19 restrictions. Materials continue to be part of both funds. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We will use iReady to assess students in mathematics in Spanish, but will have students practice their skills using Happy Numbers from Tk-5th grades.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

We need to move more students from the two middle levels (Level 2 and Level 3) to the fluent level (Level 4) and this can be accomplished by improving student writing.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1- 5.92% Level 2- 40.79% Level 3- 40.13% Level 4- 13.16%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

### Strategy/Activity

3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT

#### 3.1 Core Instructional Program - Tier I

- Every teacher will receive continued training on the new ELD standards; ELPAC and instructional implications and AELD in a Dual Immersion Program.

- Teachers will identify students' ELD levels and will plan lessons accordingly.
- A Dual Immersion 90:10 model of instruction will continue to be developed and implemented. Dual Immersion is a research based program that has been proven to best support English Learners at acquiring English at high academic levels.
- Teachers will teach California Common Core State Standards in ELD to plan lessons focused on communication and language development in all four language domains: Listening, Speaking, Reading and Writing.
- Teachers will use multi-modality teaching in all curricular areas which includes: using gestures, objects and pictures in lessons.
- Teachers will provide daily of a standards based ELD program for English Learners to provide Designated ELD and Integrated ELD during AELD times.
- Teachers will teach through direct instruction transferable and non-transferable skills in English and Spanish so students can see how both languages are similar and different from each other.
- Teachers will provide comprehensible input and support for academic language development through Guided Language Acquisition Design (GLAD) strategies in all curricular areas.
- Teachers will develop questioning strategies to support and extend student responses into complete sentences using academic language.
- Teachers will provide language frames to support student responses to higher level thinking questions.
- Teachers will use a variety of grouping strategies to practice and engage in authentic uses of the English language.
- Teachers will frequently confirm and clarify responses and check for understanding
- Lessons will encourage a variety of teacher/student and student/student interaction (10:2 ratio of teacher talk to student talk) to increase student talk and collaborative grouping.
- Teachers will focus on students answering in full complete sentences, vocabulary expansion and reduced teacher talk time during instruction.
- Utilize updated technology as well as iPad apps to increase language development, access prior knowledge, and give students real life learning experiences.
- Principal will designate observational focus areas for her visitations, which will include observation of G.L.A.D. strategy implementation as well as the ELD curriculum.
- Classrooms will have access to an educational assistant and Instructional Coach(es) to provide instructional support as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Instructional Aides  
(referenced in Goal 1)

Substitutes for teachers (reference in Goal 1)

2150	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
3805	Title I 4000-4999: Books And Supplies Materials and Supplies-
5000	Title I 4000-4999: Books And Supplies Technology Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

ELL students that are identified as needing focused intervention to acquire English fluency.

### Strategy/Activity

#### 3.2 Small Group Intervention- Tier II

- Small group targeted intervention based on students need during ELD based on data from multiple measures and ELPAC with either aides or TOSA.
- ELPAC and/or interim ELD assessment to be used as progress monitoring on a more frequent basis.
- Teachers will use academic sentences starters to support rich conversations in speaking and listening.
- Teachers will use targeted scaffolding Language frames and questioning will be used to support student responses of complete sentences.
- Teachers and principal will identify students to differentiate the interventions in small groups.
- Based on student performance in ELPAC or ELA (3rd grade and up), other Tier II interventions will be put into use (refer to section 1.2 above).
- Extended learning opportunities will be provided to support learning (ASES) .

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

ELL students identified as needing intensive interventions to reach English fluency level.

### Strategy/Activity

#### 3.3 Intensive Individual Interventions- Tier III

- Students will be provided with targeted ELD instruction to meet individual student needs in all Language Domains as determined by ELPAC test scores and interim assessments.



- Through targeted questioning and prompting, teachers will support students in independently producing more fluent academic language in their reading, writing and speaking.
- Teachers identify at-risk English Learner students and set goals for learning at data conferences with the principal.
- Group or Individual Rtl meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); translator; principal and parent for identified students.

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

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

Amount(s)

Source(s)

#### **Strategy/Activity 4**

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

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

Strategy/Activity

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

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

I

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

Our students have definitely begun to demonstrate English fluency as they progress through the Dual Immersion Program. We find that we are having high levels of reclassification for our English Learners and about half are making growth or maintaining Level 4 fluency. In analyzing our data, we have identified that we need to be more strategic and focused during our ELD/AELD instruction to support our English learners in our DI program.



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

We were unable to complete the year expenses and MTSS Intervention Plan due to the state mandated school closures beginning in March 2020.

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

The major change to this section is to align our budget to have classified salaries all come from Title I funds. We will not be able to undertake as much Professional Development and extra small group intervention as we would like due to the Covid 19 restrictions. Materials continue to be part of both funds. We have seen good growth with our SPSA and have made minimal changes to reflect our Dual Immersion Program focus and needs. We continue to use Achieve 3000 for our 3rd-6th grade students, and will be initiating use of Imagine Learning en Español for our Kinder-2nd grade students in Spanish to support students acquisition of English.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in-person or via zoom.

## Identified Need

We may need to more clearly communicate our parent education opportunities as well as our parent clubs and use a variety of venues to promote our school events.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Calendar Attendance Data	We are currently offering 1 event every month in collaboration with PTA.	We would have at least 1 school-based family engagement event per month for families to participate in-person or via Zoom.

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 and their families

### Strategy/Activity

ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS

\* Mrs. Jarrin, Community Liaison has created new programs such as: Parenting Classes, Nutrition Classes, Parent Clubs, and Clothing Exchange. The Parent Clubs include Art Club, Copy Club, Dragon Helper Club; Garden Club and Dance Club. Parents then are able to teach students the skills they develop during these clubs. We will continue to support our parents via distance learning tools such as Zoom.

- \* Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning digitally through virtual classrooms.
- \* Send CCSS Spanish in SLA and Math standards per grade level to communicate grade level expectations digitally through virtual classrooms.
- \* Training or Parent Classes for parents on how to support the DI program at home virtually.
- \* AERIES communication tool will be utilized in order to improve home-school communication. Weekly parent newsletters and other vital information will be sent through SignalKit that include a phone call and email to parents.
- \* The weekly bulletin, marquee and office digital signage will be used as a means of providing our parents with information regarding upcoming school events on a weekly, and monthly basis.
- \* Parent volunteers will be encouraged and welcomed. Badges will be given to all school volunteers and visitors. Parents and community members will be invited to several cultural events in support of our DI Program. These include: Día de los Muertos; Las Posadas and Fiesta de Mayo. All volunteers will be given a volunteer orientation to review policies and procedures.
- \* Teachers will share grade level goals and multiple measure results with parents during conferences.
- \* Back to School Nights and Open House Nights will coincide with Community Resource Fair and PTA Book Fair, if possible, to support parents to find community and literacy resources for their children.
- \* Parents will be invited to join the School Site Council that meets 5 times throughout the year to provide input to the school plan, budget and programs.
- \* The ELAC committee as represented by the School Site Council will meet at least 4 times per year to address the following:
  - Provide input into the school plan for English Language Learners.
  - Assist with the development of the school's needs assessment.
  - Assist with the school's annual Language Census.
  - Training in the importance of regular school attendance.

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

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

Amount(s)	Source(s)
1339	Title I 4000-4999: Books And Supplies Parent Participation
1000	Title I 2000-2999: Classified Personnel Salaries

	Extra Time- Community Liaison- After School Events
303	Title I 3000-3999: Employee Benefits Classified benefits

## 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.

Over the years, we have been able to improve parent participation and family involvement by having a variety of engagement activities and a specific point person, our Community Liaison, to support our families to become involved. We have found that our parents are becoming involved in a variety of ways. They are able to come to Parenting Classes; PTA; Volunteering in the classroom and in school events; through Parent Clubs; and are beginning to assume leadership roles through these events. Our Community Liaison has been integral to this heightened level of parent participation. Additionally, even through virtual means, our parent groups such as PTA and our parent art club have been able to offer virtual assemblies, classes and events to parents and families.

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

We were unable to complete the year expenses and planned community and family events due to the state mandated school closures beginning in March 2020.

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

The biggest difference has been the need to add more funds towards parent participation. As we continue to provide a variety of opportunities for our parents to become involved, we realized we needed extra funds to purchase materials for all events. We also realized the need to be able to provide extra time for our Community Liaison especially when events go all day or on the weekend. This will continue as we try to involve our parents in virtual ways. Additionally, this Covid 19 pandemic has created many needs in our community and our Liaison works with community entities to connect families with community resources to support them during this very alarming time.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

None at this time- 97% of Parents on the Title I survey have indicated that they agree or strongly agree that the school promotes positive student choices and healthy behaviors.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 Title I/EL Parent Survey Ladera Palma Family Engagement Survey	97% of parents indicated that they agree or strongly agree that the school promotes positive student choices and healthy behaviors.	Maintain 95%-97% of parents responses agree or strongly agree that the school promotes positive student choices and healthy behaviors.

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

CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS

\* Weekly Multiple Tier Support System (MTSS) meetings will be used to discuss students with either academic or behavior concerns.

\* Follow-up MTSS meetings will be scheduled to monitor students achievement and growth.

- \* Parents will be invited to weekly MTSS meetings to provide us with additional information so we can better meet the needs of struggling students.
- \* Teachers will instruct weekly SEL lessons virtually to implement SEL (Social and Emotional Learning) Curriculum Second Step to provide direct instruction in SEL.
- \* The PBIS Team will meet monthly throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions based on discipline data.
- \* All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals.
- \* Minor Infractions and Office Discipline Referrals will be used to support our PBIS system school wide.
- \* School Psychologist will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions.
- \* All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed.
- \* Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct.
- \* Weekly, monthly and Trimester Awards will be given to students demonstrating appropriate behavior. Students will be awarded monthly for demonstrating positive character traits.
  - Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct.
- \* Every volunteer/visitor will be required to come through the main office and follow the following procedures:
  - Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to go to the classroom.
  - Sign in and out on the volunteer log and receive a yellow visitors badge from the office staff.
  - Schedule and appointment with the principal prior to visiting the classroom for observation purposes.
- \* All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office.
- \* Visitation and volunteer procedures will be reinforced periodically through home communication.
- \* The emergency drills (fire, earthquake, intruder) will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency.
- \* Attendance will be monitored on a weekly basis. The clerk typist will run weekly attendance letters and provide a list of those students in need of a Pre-SARB meeting to discuss attendance issues.

- \* Attendance will also be supported through our community liaison. She will make phone calls, setup resources to support parents in how/why attendance matters.
- \* Attendance incentives will be awarded to individual students per trimester and to classrooms weekly and monthly to promote attendance and discourage truancy.
- \* Maintenance and Repairs on our school copy machine and other equipment to print or copy materials for our students and parents will be performed as needed.
- \* Staff will begin training in Social Emotional Learning (SEL) curriculum and begin implementation of Second Step Curriculum and Restorative Circle instructional practices to support students emotional and mental health.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
603	Title I 5000-5999: Services And Other Operating Expenditures Multilith and Printing
697	Title I 4000-4999: Books And Supplies Materials and Supplies for incentives

## 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.

Last year, teachers were trained and began implementing Social and Emotional Learning (SEL) Curriculum for all of our students in Second Step and Restorative Circles. With Distance Learning, the need for SEL lessons became more urgent and our district Special Education Department with our school psychologists created digital lessons for SEL to be conducted weekly with students. Additionally, the PBIS team will meet regularly throughout the school year to refine the implementation of PBIS strategies and instruction and how to promote appropriate digital citizenship. Our students are reacting very well to our PBIS strategies and the SEL curriculum. We will continue to support our students in innovative ways as some students return to in-person instruction and some remain Virtual Learning Model all school year.

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

We were unable to complete the year expenses with PBIS celebrations and other motivators due to the state mandated school closures beginning in March 2020.

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

This year, we will continue to add incentives that all students can enjoy and to motivate students in-person and Virtual Learning models.



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,322.00

## 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	\$113,172.00

Subtotal of additional federal funds included for this school: \$113,172.00

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 - Supplemental and Concentration	\$27,150.00

Subtotal of state or local funds included for this school: \$27,150.00

Total of federal, state, and/or local funds for this school: \$140,322.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

27,150.00

Title I

113,172.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

1,195.00

2000-2999: Classified Personnel Salaries

37,372.00

3000-3999: Employee Benefits

5,474.00

4000-4999: Books And Supplies

82,991.00

5000-5999: Services And Other Operating Expenditures

1,603.00

5800: Professional/Consulting Services And Operating Expenditures

11,687.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

27,150.00

1000-1999: Certificated Personnel Salaries

Title I

1,195.00

2000-2999: Classified Personnel Salaries

Title I

37,372.00

3000-3999: Employee Benefits

Title I

5,474.00

4000-4999: Books And Supplies

Title I

55,841.00

5000-5999: Services And Other Operating Expenditures	Title I	1,603.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,687.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,425.00
Goal 2	30,000.00
Goal 3	10,955.00
Goal 4	2,642.00
Goal 5	1,300.00

# 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 plus 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
1. Rosamaria Murillo	Principal
2. Alejandra López	Other School Staff
3. Regina Cuadra	Parent or Community Member
4. Stephanie Martínez	Parent or Community Member
5. Francis Bonales	Parent or Community Member
6 Aracely Brito	Parent or Community Member
7. Martha Chávez	Parent or Community Member
8. Yunnuen Alonso	Classroom Teacher
9. Brenda Valencia	Classroom Teacher
10. Lorena Cortez	Classroom Teacher
11.	
12.	

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 December 16, 2020.

Attested:

Principal, Dr. Rosamaria Murillo on 12-16-20
SSC Chairperson, Brenda Valencia on 12-16-20

# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Lomas Elementary School	30665636028971	January 11, 2021	February 11, 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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).  
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.  
The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.  
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Las Lomas Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The following staff development and training is being provided through the use of Title II money at the district level:

- \* Common Core State Standards
- \* Writing Committee (Updating and refinement to align with Common Core State Standards)
- \* Multiple Measures (Updating and refinement to align with Common Core State Standards)
- \* Training for Transitional Kindergarten Teachers as needed
- \* Teacher on Special Assignment (TOSA)
- \* EDI Training for Kindergarten teachers
- \* 1:1 I-pad training for teachers as needed
- \* GLAD refresher training
- \* I-Ready training
- \* Technology training from districtwide Technology TOSA
- \* Multi-Tiered Systems of Support for Academics and Behavior
- \* Social Emotional Learning training

Input from Parents:

The following summaries are based on the results from the annual Title I Parent Involvement Survey and input from our parent advisory groups including the School Site Council, ELAC, and A&I:

Due to the pandemic a survey was not conducted for the 2019-2020 school year therefore the Title I survey data is from the 2018-2019 school year.

Student Learning

In 2018-2019 parents indicated that they were very satisfied (98%) with the overall academic progress of their students here at Las Lomas. Parents were very pleased with the teachers and staff. They felt we provide a safe environment (93%) for their students and work hard at teaching the students how to make positive choices and promote and encourage positive behavior (92%). During the 2019-2020 school year, we continued our partnership with the La Habra Boys and Girls Club, ASES (After School Education and Safety) program, to service the academic needs of students who

are on the free/reduced lunch program or below grade level proficiency, and provided not only remediation in reading but extended activities in the areas of physical education and music. For the 2020-2021 school year we will continue this partnership and provide parents with one family engagement activity per month either in-person or virtually.

### Home-School Communication

Our "Aeries Communication" system will continue to be utilized during the 2020-2021 school year to promote home-school communication with our parents as an easy to access tool. This will provide consistent, steady information to parents who utilize the system. Our school website, monthly calendar and teacher Seesaw and Google Classroom will be updated frequently in order for families to plan and be aware of upcoming school activities. Parents will also be able to access student grades, attendance and demographic data using the student ABI portal. Based on the 2018-2019 data, parents feel that they are informed on a regular basis regarding how their students are progressing at meeting grade level standards and receive information during parent teacher conferences on ways to help their children at home.

### Parent Training and Involvement Opportunities

The input from parents at Las Lomas on the 2019-2019 survey showed a continued interest in parenting classes. Some of these requests will take place virtually during the 2020-2021 school year.

### Areas Identified for Future Training:

Parents were specifically interested in training on the following topics of interest:

- Improving and helping students with Reading and Math Skills (58%)
- \* Improving their Child's Study and Homework Skills (57%)
  - Behavior Management Techniques for Parents (43%)
  - Technology & Internet Safety (40%)
  - Developing Healthy Habits (39%)

### Input from Staff

The following summaries are based upon staff surveys, minutes/findings from Leadership Team and PLC meetings:

### English Language Arts:

The teachers continue to work toward improving teaching and learning for all students. Our students in grades TK-2 continue to make growth in Language Arts. Grade 3-6 teachers and students will keep a continued focus on improving the Language Arts skills needed to be successful. Our district and school focus on instructional practices and curriculum in the Common Core state standards for literacy will continue to be a focus for an upward trend for all students.

- Differentiated instruction and breakout rooms with teachers and educational assistants will be utilized to provide students the appropriate intervention and support at their level.
- Students identified as needing intervention support through the RTI process will be provided targeted intervention 2-3 times per week for 15-20 minutes by trained instructional assistants.

- Students identified as needing intensive intervention support through the RTI process will be provided targeted intervention 3-5 times per week for 15-30 minutes by the classroom teacher, trained instructional assistants or MTSS coordinator.

\* Staff will be given time to collaborate, design innovative lessons, look at student work and observe each other through a virtual learning format.

- Staff will receive professional development in Thinking Maps as needed to increase student achievement in the area of reading and writing. Teachers will use modeling and guided practice to help the students understand how to use the Thinking Maps appropriately and as a tool for writing.
- Staff will continue to utilize close reading, text dependent questions, Depth of Knowledge and Text Complexity to increase student achievement in the area of reading comprehension.
- GLAD, Guided Language Acquisition Development, standards based units/strategies, are utilized in all classrooms.
- Reading Comprehension instruction for all students, with an emphasis on strategies that will improve both reading ability and reading comprehension will continue to be utilized using Questioning strategies to differentiate and develop skills for all students.
- Appropriate levels of questioning will be used during reading instruction using the Bloom' Taxonomy and ELPAC questioning resources.

\* Staff will continue to participate in staff development with our TOSA to continue learning and developing standards based lessons that align with the ELA/ELD program (Wonders) and ELD standards.

\* Staff will continue to receive professional development in Deep Learning practices and learn how they will enhance the learning for all students. The Site Leadership Team will utilize the components when designing lessons throughout the school year and share with their grade level colleagues.

#### Mathematics:

Throughout the 2019-2020 school year all teachers successfully implemented the newly adopted Bridges and Math Links curriculum on a daily basis. From August to March teachers were provided training opportunities and given time during their PLC-PE planning time to further their understanding of the new curriculum.

#### English Learners:

Although our English Learner students continue to show growth in all areas of Language Arts in respect to this subgroup, the Las Lomas staff continues to feel that it is very important to continue to provide the scaffolding and support students need in order to be successful. Therefore continual improvement with the aid of the following will ensure our expected target growth rate:

- With the help of our TOSA, teachers will continue to develop a comprehensive English Language Development plan for designated and integrated English Language Development instructional time. This plan will include how to utilize the ELD component of Wonders to make learning comprehensive for our students.
- Leveling of students based on teachers' observations for specific daily instruction at students' current level of English Language fluency.
- Teachers will develop a system for providing the appropriate level of questioning based on students ELPAC level.



\* Teacher will continue to utilize roles and responsibilities for classroom discussions to scaffold and support the English Language students in using academic vocabulary and promote student engagement for all language levels.

- ELPAC data will be utilized as a tool to monitor student progress in reaching English proficiency.
- Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentence. They will provide prompting and scaffolding support by utilizing sentence frames when speaking.
- Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students and make a conscious effort to use these strategies across all curricular areas.
- Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

#### Identified Needs for Professional Development:

Teachers feel that continued staff development in the following areas would be beneficial:

- Continued ELD support with planning time and sharing of best practices, primarily done in Professional Learning Communities.
- Staff development in how to effectively identify student's EL level, system for asking appropriate questions, ways of documenting student responses and the use of sentence frames to scaffolding student's language production.
- Continued time planning for GLAD units, specifically integrating our Social Studies, Science and Language Arts Curriculums.
- Continued planning time to learn and effectively utilize the various components of the Wonders program.
- Continued staff development and planning time to learn and effectively utilize the various components of the Bridges and Math Links program.

\* Continued staff development in how to effectively incorporate technology into daily lessons and during the distance learning setting.

\* Professional development opportunities in how to design lessons around the Deep Learning components to enhance learning for all students.

\* Professional development opportunities in understanding Design Thinking and how it can reinforce our school entrepreneur focus.

## Classroom Observations

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

**Informal/Formal Walk-Throughs:** Informal Walk-Throughs are done on a daily, weekly basis throughout the school campus. The focus for these informal walk-throughs is to be able to see teaching and learning in action on a consistent basis. A focus on best practices for all curricular areas is emphasized with the following targeted areas:

\* Consistent implementation of the Wonders program

- \* Consistent implementation of the newly adopted Bridges and Math Links program
  - Articulation of student learning

- Use of complete sentences, sentence frames and teacher scaffolding
- Student engagement
- Checking for understanding
- Student Talk vs. Teacher Talk
- Clear objective for learning

\* Roles and Procedures for Classroom Discussions

\* Integration of Technology

In addition to these informal walk-throughs, teachers are also formally observed on a rotation basis. These formal observations are on mutually agreed upon subject areas with a formal post observation conference that follows the observation to discuss the lesson and possible needs for improvement.

The Las Lomas Site Leadership Team (SLT) participated in four staff development days. These days included the development of a school-wide instructional focus around literacy, staff development and learning around literacy, instructional design around the school instructional focus, data analysis, looking at student work, and classroom observations. In addition, we attended four staff development days to learn about Deep Learning and how it connects with our current practices. We will continue to fuse the two learnings together to develop a cohesive program for our students in developing our school focus of Entrepreneur Exploration.

## **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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Las Lomas Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals... iReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Las Lomas Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Las Lomas staff works with a District Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. TOSAs also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, districtwide teams meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

- \*LCFF
- \*District funding

## School Profile

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 21 fully credentialed classroom teachers, a full time Resource Specialist and a shared Speech/Language Therapist and Psychologist. In addition to our general education population, we also provide services for Pre-School Special Education and LEAP for students identified as needing these support services. The staff is dedicated to providing a safe and engaging learning environment that promotes thinking and learning for our students. Our goal is to provide the skills necessary for our students to become productive citizens. The staff works extremely hard to teach the students the importance of being responsible, respectful students and at the same time striving to develop a love of learning and critical thinking in all students.

Our Entrepreneur Exploration focus provides our students real world experiences, through hands-on project-based learning opportunities. Through a close collaboration with the local businesses of La

Habra, the students are becoming “innovation ready”. These partnerships enable the students to explore problems that focus on community issues that are both diverse and centered on inspiring their young minds to engage in creating inspiring learning beyond the textbook. These partnerships assist in inspiring our students to think creatively and critically about community and global issues and develop the problem solving and communication skills necessary to be engaged learners for the challenging future ahead of them.

We are proud to offer additional enriching extra-curricular activities for our students. The Lang Lang Music Foundation provides our 2nd, 3rd, 4th and 5th grade students the opportunity to learn keyboarding/piano skills with a trained music teacher two times a week. The Segrestrom Center for the Arts brings Disney Musicals in Schools for our third-sixth grade students. Students will learn all about theater and perform a live musical theater production in the spring. All of these experiences will ultimately improve student academic performance, their attitudes toward career possibilities and motivate the students to persevere and seek out a variety of career options. For the 2020-2021 school year the Disney Musicals in Schools is currently on hold due to the guidelines for student and staff safety during the pandemic. We are looking forward to it coming back in the future for our students.

Our teachers work in weekly professional learning communities to collaborate and discuss student achievement, possible intervention and enrichment opportunities, and how to differentiate instruction to meet the needs of all students. Teachers develop short-term goals for students and then use a variety of assessments to monitor student growth and adjust their instruction as needed in all instructional areas. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?  
How will we know when they have learned it?  
How will we respond when they don't learn?  
How will we respond when they already know it?

The parents and the community are a key component to the success of our students; therefore, in addition to our passion for academic success for all of our students, our staff works hard to develop relationships with our parents and extended families. We strive to create an environment in which parents are partners in their child's education.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The following stakeholders (staff and parents) were part of the review, planning and input process of the SPSA for the 2020-2021 school year. Stakeholders were given the opportunity to provide input during School Site Council meetings and staff meetings during the school year..

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.22%	0.22%		1	1
African American	0.52%	0.22%	0.44%	2	1	2
Asian	2.89%	1.11%	0.66%	11	5	3
Filipino	1.57%	1.55%	1.32%	6	7	6
Hispanic/Latino	86.35%	92.92%	92.51%	329	420	420
Pacific Islander	0.52%	%	0%	2		0
White	7.09%	2.88%	2.64%	27	13	12
Multiple/No Response	%	%	0.66%			7
Total Enrollment				381	452	454

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	135	94	74
Grade 1	124	53	71
Grade 2	122	66	54
Grade3		72	63
Grade 4		54	73
Grade 5		63	57
Grade 6		50	62
Total Enrollment	381	452	454

### Conclusions based on this data:

1. There is no current data for 2019-2020 due to the school closure on 3/13/20 through the end of the 2019-2020 school year. The available data indicates:
  - Our total enrollment increased from 18-19 to 19-20.
  - The school is primarily composed of Hispanic/Latino students.
  - Kindergarten numbers have decreased.



# 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	173	207	187	45.4%	45.8%	41.2%
Fluent English Proficient (FEP)	13	36	60	3.4%	8.0%	13.2%
Reclassified Fluent English Proficient (RFEP)	15	0	35	9.1%	0.0%	16.9%

### Conclusions based on this data:

1. The number of English Language learners has fluctuated over the years with the number decreasing by 4.6% and the number of students scoring Fluent English Proficient (FEP) continuing to increase with a 5.3% increase over last year. We had a huge increase of 16.9% in the number of students being reclassified this past year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			73			72			72			98.6
Grade 4			52			52			52			100
Grade 5			62			61			61			98.4
Grade 6			50			49			49			98
All			237			234			234			98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2380.			4.17			18.06			34.72			43.06
Grade 4			2432.			15.38			15.38			26.92			42.31
Grade 5			2439.			3.28			16.39			31.15			49.18
Grade 6			2476.			0.00			26.53			30.61			42.86
All Grades	N/A	N/A	N/A			5.56			18.80			31.20			44.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			4.17			50.00			45.83
Grade 4			11.54			44.23			44.23
Grade 5			11.48			29.51			59.02
Grade 6			4.08			40.82			55.10
All Grades			7.69			41.45			50.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			9.72			59.72			30.56
Grade 4			9.62			53.85			36.54
Grade 5			4.92			60.66			34.43
Grade 6			2.04			63.27			34.69
All Grades			6.84			59.40			33.76

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			1.39			72.22			26.39
Grade 4			11.54			63.46			25.00
Grade 5			1.64			65.57			32.79
Grade 6			4.08			63.27			32.65
All Grades			4.27			66.67			29.06

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			8.33			52.78			38.89
Grade 4			7.69			63.46			28.85
Grade 5			4.92			49.18			45.90
Grade 6			14.29			51.02			34.69
All Grades			8.55			53.85			37.61

#### Conclusions based on this data:

1. End of the year grades and SBAC scores for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 SBAC data and continue to be relevant based on district benchmark assessment results. The 2018-2019 CAASPP English Language Arts data indicated that our students were performing considerably below grade level expectations with only 24.36% of our students meeting or exceeding the standard. With this being the baseline year we continue to look forward to having scores to compare these results to evaluate our current programs and instruction.
2. When the data was disaggregated by Target Area, Reading (Demonstrating understanding of literacy and non-fictional texts) was an area of need for all grade levels with 50.85% scoring below standard and Listening (Demonstrating effective communication skills) being a relative area of strength with only 29.06% scoring below standard.
3. During the 2019-2020 school year prior to the school closure the following actions occurred:  
 \*Teacher teams analyzed task types from SBAC, studied updated practice tests, and planned instruction to prepare students for required tasks.  
 \*Teachers utilized the IAB's to determine areas of needed re-teaching, support and instructional focus.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			73			73			73			100
Grade 4			52			52			52			100
Grade 5			62			62			62			100
Grade 6			50			49			49			98
All			237			236			236			99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2395.			1.37			23.29			35.62			39.73
Grade 4			2442.			11.54			11.54			38.46			38.46
Grade 5			2456.			4.84			12.90			33.87			48.39
Grade 6			2462.			6.12			10.20			40.82			42.86
All Grades	N/A	N/A	N/A			5.51			15.25			36.86			42.37

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			2.74			41.10			56.16
Grade 4			13.46			30.77			55.77
Grade 5			12.90			29.03			58.06
Grade 6			14.29			28.57			57.14
All Grades			10.17			33.05			56.78

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			10.96			46.58			42.47
Grade 4			13.46			51.92			34.62
Grade 5			3.23			43.55			53.23
Grade 6			8.16			46.94			44.90
All Grades			8.90			47.03			44.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			9.59			60.27			30.14
Grade 4			15.38			38.46			46.15
Grade 5			1.61			45.16			53.23
Grade 6			2.04			44.90			53.06
All Grades			7.20			48.31			44.49

**Conclusions based on this data:**

1. End of the year grades and SBAC scores for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 SBAC data and continue to be relevant based on district benchmark assessment results. The 2018-2019 CAASPP Mathematics data indicated that our students were performing considerably below grade level expectations with only 20.72% of our students meeting or exceeding the standard. With this being the baseline year we continue to look forward to having scores to compare these results to evaluate our current programs and instruction.
2. When the data was disaggregated by Target Area, all three were areas of need with Concepts & Procedures (Applying mathematical concepts and procedures) being the biggest area of need for all grade levels with 56.78% scoring below standard.
3. During the 2019-2020 school year prior to the school closure the following actions occurred:  
 \*Teacher teams analyzed task types from the SBAC, studied updated practice tests, and planned instruction to prepare students for required tasks.  
 \*Teachers will utilize the IAB's to determine areas of needed re-teaching, support and instructional focus.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.8	1428.1	1437.3	1436.6	1392.4	1408.2	59	45
Grade 1	1483.4	1462.0	1474.0	1466.4	1492.1	1457.3	61	19
Grade 2	1507.4	1501.3	1517.4	1511.4	1496.8	1490.7	58	28
Grade 3		1496.6		1491.0		1501.6		25
Grade 4		1517.9		1512.0		1523.4		21
Grade 5		1526.2		1524.5		1527.3		26
Grade 6		1521.8		1538.3		1504.9		14
All Grades							178	178

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.03	13.33	33.90	51.11	40.68	28.89	*	6.67	59	45
1	54.10	10.53	36.07	36.84	*	52.63	*	0.00	61	19
2	63.79	17.86	31.03	60.71	*	21.43		0.00	58	28
3		12.00		44.00		40.00		4.00		25
4		19.05		57.14		23.81		0.00		21
5		19.23		50.00		26.92		3.85		26
6		21.43		64.29		7.14		7.14		14
All Grades	46.63	15.73	33.71	51.69	16.85	29.21	*	3.37	178	178

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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
<b>K</b>	40.68	22.22	32.20	44.44	23.73	26.67	*	6.67	59	45
<b>1</b>	62.30	15.79	22.95	52.63	*	31.58	*	0.00	61	19
<b>2</b>	82.76	46.43	*	53.57	*	0.00		0.00	58	28
<b>3</b>		24.00		60.00		12.00		4.00		25
<b>4</b>		28.57		66.67		4.76		0.00		21
<b>5</b>		53.85		30.77		11.54		3.85		26
<b>6</b>		71.43		21.43		0.00		7.14		14
<b>All Grades</b>	61.80	34.83	23.03	47.75	11.80	14.04	*	3.37	178	178

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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
<b>K</b>	57.63	20.00	38.98	68.89	*	11.11	59	45
<b>1</b>	62.30	42.11	27.87	57.89	*	0.00	61	19
<b>2</b>	70.69	35.71	29.31	64.29		0.00	58	28
<b>3</b>		8.00		72.00		20.00		25
<b>4</b>		19.05		80.95		0.00		21
<b>5</b>		7.69		88.46		3.85		26
<b>6</b>		7.14		71.43		21.43		14
<b>All Grades</b>	63.48	20.22	32.02	71.91	*	7.87	178	178

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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
<b>K</b>	32.20	24.44	59.32	68.89	*	6.67	59	45
<b>1</b>	68.85	21.05	29.51	78.95	*	0.00	61	19
<b>2</b>	86.21	53.57	*	46.43		0.00	58	28
<b>3</b>		68.00		28.00		4.00		25
<b>4</b>		52.38		47.62		0.00		21
<b>5</b>		80.77		15.38		3.85		26
<b>6</b>		92.86		0.00		7.14		14
<b>All Grades</b>	62.36	51.69	34.27	44.94	*	3.37	178	178

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
<b>K</b>	*	2.22	72.88	88.89	*	8.89	59	45
<b>1</b>	59.02	21.05	32.79	47.37	*	31.58	61	19
<b>2</b>	48.28	7.14	39.66	89.29	*	3.57	58	28
<b>3</b>		4.00		72.00		24.00		25
<b>4</b>		0.00		80.95		19.05		21
<b>5</b>		3.85		84.62		11.54		26
<b>6</b>		0.00		50.00		50.00		14
<b>All Grades</b>	40.45	5.06	48.31	77.53	11.24	17.42	178	178

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
<b>K</b>	27.12	42.22	54.24	40.00	18.64	17.78	59	45
<b>1</b>	34.43	5.26	60.66	89.47	*	5.26	61	19
<b>2</b>	25.86	14.29	72.41	82.14	*	3.57	58	28
<b>3</b>		20.00		76.00		4.00		25
<b>4</b>		23.81		76.19		0.00		21
<b>5</b>		11.54		84.62		3.85		26
<b>6</b>		21.43		71.43		7.14		14
<b>All Grades</b>	29.21	22.47	62.36	70.22	8.43	7.30	178	178

#### Conclusions based on this data:

1. ELPAC scores for the 2019-2020 school year were not available due to COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 ELPAC data and continue to be relevant. The 2018-19 Summative Assessment Data indicated an increase in mean scale scores for all students from K to Grade 1, Grade 1 to Grade 2, Grade 3 to Grade 4 and Grade 4 to Grade 5. Sixty-seven percent of students earned an overall score of 3, moderately developed, or 4, well developed. Oral Language, listening and speaking, was an area of strength for Kinder, 1st, 2nd and 6th grade. Written Language, reading and writing, was an area of strength for 3rd, 4th and 5th grade. Written Language scores steadily increased at each grade level from K-5th grade.  
  
There was an increase in the number of students scoring a level four in grades 1-6, for overall language, with the exception of grade 3. One possible cause to consider is grade 3 is the first year students take the test independently.
2. When data was disaggregated by individual domains, within Oral Language the listening domain was an area of need for grades 3, 4 & 5 and within Written Language, the reading domain was an area of need for all grades, with the exception of grade 1 whose area of need was writing.
3. During the 2019-2020 school year prior to the school closure the following actions occurred:  
\*To improve student computer skills - We developed a school plan to integrate the Technology Readiness Checker for Students (TRCS) and online practice tests to facilitate the transition to a computer based assessment.  
\*Teacher teams analyzed task types from ELPAC, studied updated practice tests, and planned instruction to prepare students for required tasks.



\*To improve writing- We analyzed and applied new rubrics for ELPAC Writing Domain.

\*To improve Kinder Speaking- We reviewed standards, and provided opportunities to learn more about promoting speaking daily in the classroom.

# 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
452	83.6	45.8	0.4
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	207	45.8
Foster Youth	2	0.4
Homeless	3	0.7
Socioeconomically Disadvantaged	378	83.6
Students with Disabilities	57	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	1	0.2
Asian	5	1.1
Filipino	7	1.5
Hispanic	420	92.9
Two or More Races	5	1.1
White	13	2.9

### Conclusions based on this data:





1. Student population data for the 2019-2020 school year were not available due to COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 population data and continue to be relevant. Based on our student population data the following conclusions can be drawn regarding the Las Lomas student population:
  - \* We have a significantly high percentage (83.6%) of socioeconomically disadvantaged students coming from low income families, which is an increase of 1.4% over last year.
  - \* Our English Language Learner population is almost half of our student population at 45.8%, which is only a .4% increase over last year.
  - \* 92.9% of our students are considered Hispanic, which is a 6.5% increase over last year.

2. As a result of this data the staff at Las Lomas needs to keep the various student needs, backgrounds and daily living conditions in mind when designing lessons to ensure maximum learning is occurring for our students on a daily basis.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. End of the year Suspension Rate and Chronic Absenteeism data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

Academic Engagement (Chronic Absenteeism) for our student population was in the green area which is a 4.5% decline and two levels higher than the 2017-2018 school year. This increase is due to the consistent use of our Pre-SARB process to inform our families and students about the importance of regular daily attendance and incentives for them to attend school on a regular, daily basis to ensure maximum learning.

Conditions & Climate (Suspension Rate) for our student population was in the yellow which is a .4% increase compared to last school year's rating of blue. With the reconfiguration and adding more upper grade students there was a huge learning curve for the administration, teachers, classified staff and students in setting, implementing and following the school-wide expectations for behavior which resulted in an increase in the number of suspensions for the year.

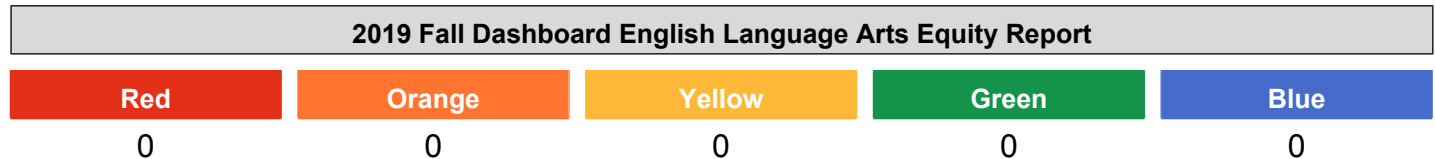
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  No Performance Color 52.5 points below standard 230	<b>English Learners</b>  No Performance Color 62 points below standard 131	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  No Performance Color 58.5 points below standard 192	<b>Students with Disabilities</b>  No Performance Color 103.2 points below standard 31

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 57 points below standard 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.1 points below standard 87	8.5 points below standard 44	46.8 points below standard 89

#### Conclusions based on this data:

- End of the year Academic English Language Arts Performance data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.  
  
The Fall Dashboard data for our students English Language Arts performance has no color indicated due to this being our baseline year, however it shows we are 53.5 points below standard for all students and considerably below standard for each sub group.
- The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in English Language Arts/Literacy. All grade levels need to reduce the number of students who are below standard.

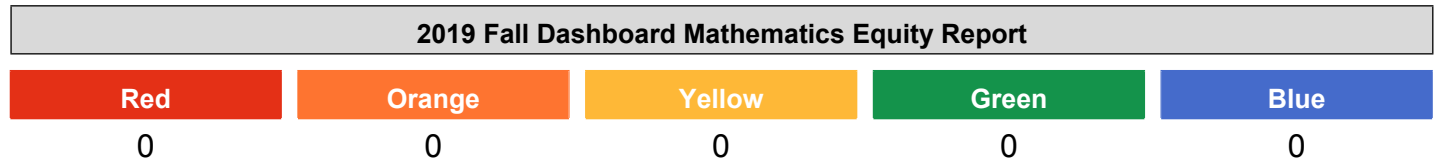
# School and Student Performance Data

## Academic Performance Mathematics






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








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		
<b>All Students</b>  No Performance Color 58.2 points below standard 230	<b>English Learners</b>  No Performance Color 70 points below standard 131	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  No Performance Color 64.3 points below standard 192	<b>Students with Disabilities</b>  No Performance Color 124.5 points below standard 31

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 63.1 points below standard 216	 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 8

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

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
97.7 points below standard	15.2 points below standard	46.2 points below standard
87	44	89

#### Conclusions based on this data:

- End of the year Academic Mathematics Performance data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.  
  
The Fall Dashboard data for our students Mathematics performance has no color indicated due to this being our baseline year, however it shows we are 58.2 points below standard for all students and considerably below standard for each sub group.
- The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in Mathematics. All grade levels need to reduce the number of students who are below standard.

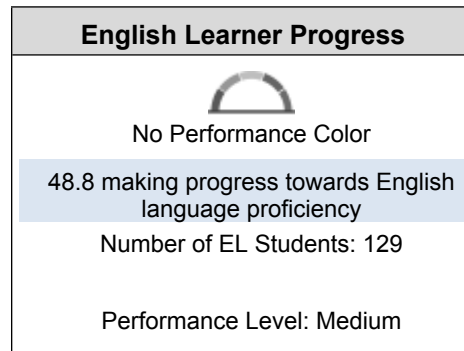


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8	33.3	3.1	45.7

#### Conclusions based on this data:

1. End of the year Academic English Learner Progress Performance data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

The Fall ELPAC data is showing that 48.8% of our English Language Learner population is making progress towards English Language proficiency. Of the 129 students tested 59 of them progressed at least one ELPI level and 47 of them maintained their ELPI level. With our continued focus in this area we anticipate an increase in the number of students maintaining or progressing at least one level in the upcoming year.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

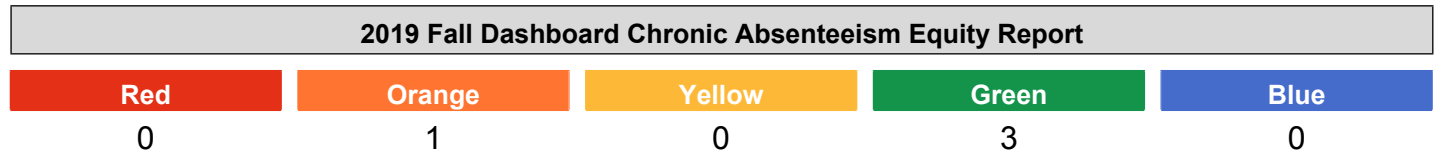
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Green 6.5 Declined Significantly -4.5 464	<b>English Learners</b>  Green 6 Declined -1.8 218	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  Green 6.1 Declined Significantly -4.8 391	<b>Students with Disabilities</b>  Orange 8.2 Increased +0.9 61

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Green 5.6 Declined Significantly -4.5 428	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color 5.9 Increased +2.2 17

#### Conclusions based on this data:

- Academic Engagement (Chronic Absenteeism) data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.  
  
The Fall dashboard data for our students Chronic Absenteeism falls in the green area for the following student subgroups:  
 ~ All students - 6.5% chronically absent which decreased by 4.5%.  
 ~ English Learners - 6% chronically absent which decreased by 1.8%.  
 ~ Socioeconomically Disadvantaged - 6.1% chronically absent which decreased by 4.8%.  
 ~ Hispanic - 5.6% chronically absent which decreased by 4.5%.
- The following subgroup falls in the orange area and increased in the percentage of students showing chronic absenteeism:  
 ~ Students with Disabilities - 8.2% chronically absent which increased by .9%.
- Attendance will continue to be an area of focus for the 2019-2020 and 2020-2021 school year to ensure that the number of students chronically absent decreases. Monthly reminders in the calendar and recognition for those showing increased or perfect attendance will be implemented. In addition, monthly attendance letters and Pre-Sarb meetings will be scheduled with those parents of students who show chronic absenteeism as well as weekly phone calls to families showing absentee issues.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

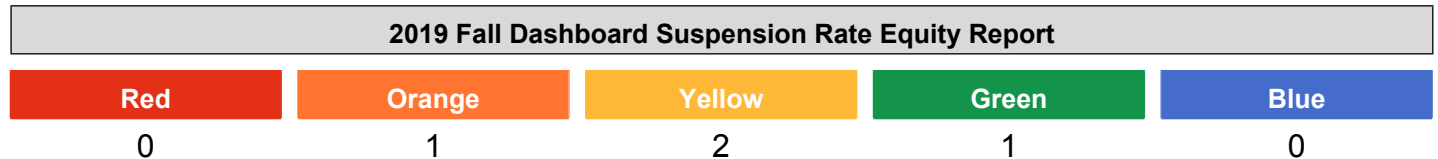
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










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		
<b>All Students</b>  Yellow 0.6 Increased +0.4 479	<b>English Learners</b>  Green 0.4 Increased +0.4 223	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 8
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3	<b>Socioeconomically Disadvantaged</b>  Yellow 0.7 Increased +0.4 402	<b>Students with Disabilities</b>  Orange 1.6 Increased +1.6 62

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7
<b>Hispanic</b>  Yellow 0.7 Increased +0.4 439	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 5	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 0 Maintained 0 18

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.6

#### Conclusions based on this data:

1. Conditions and Climate, Suspension Rate data for the 2019-2020 school year were not available due to the COVID-19 school closures. Therefore, the conclusions are based on the 2018-2019 data.

Our suspension rate data shows that we fall in the yellow area increasing the number of students suspended from school in all areas. We will continue to implement and refine our school wide Positive Behavior Intervention and Support (PBIS) system with all staff members. We will continue to use this PBIS model and implement Restorative Practices in all classrooms.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

When analyzing our CAASPP - ELA data we have many areas of need, however an area that stands out the most is in the area of Reading - Demonstrating understanding of literacy and non-fictional texts. We also see a continued need to build our students vocabulary in all academic areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Overall Academic Achievement - 24.36% are meeting or exceeding standard.  Due to the suspension of state summative assessments for 2019-2020 year, current academic data is not available.	Students will make at least a 5% increase to 29.36% of students meeting or exceeding standard.  Due to the suspension of state summative assessments for 2019-2020 year, current expected outcomes are not available.

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)

Tier I - All Students



## Strategy/Activity

### 1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING

#### PRACTICES FOR LANGUAGE ARTS

Staff will:

- \* Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis using a combination of online platforms through distance learning and in-person instruction. In-person instruction will be implemented with consideration of physical distancing protocols.
- \* Teachers will collaborate about student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.
- \* Continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students.
- \* Hold students accountable to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning whether instruction is through a distance learning format or in-person.
- \* Provide students the opportunity to learn the entrepreneur exploration skills of Design Thinking through the use of our newly developed Innovation Lab when full in-person instruction resumes.
- \* Use the Common Core State Standards, Wonders/Amplify programs and Step Up to Writing as a base for planning writing instruction. All teachers will use modeling and guided practice to help the students understand the expectation for writing at their grade level whether instruction is through a distance learning format or in-person.
- \* All teachers will develop lessons for the three text types (narrative, informative/explanatory and opinion) in the area of Language Arts, Science and Social Studies.
- \* Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking whether instruction is through a distance learning format or in-person.
- \* Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries whether instruction is through a distance learning format or in-person.
- \* Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice whether instruction is through a distance learning format or in-person.

- \* Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies.
- \* Be provided with release time for the purpose of curriculum development and planning to analyze student data to develop lessons based on student need and how to provide effective instruction and feedback using the virtual model.
- \* Analyze student data (I-Ready data, work samples, DRA data, informal and formal assessment data) for the purpose of determining student's areas of strength and the next steps in moving the students forward in their reading, comprehension and writing.
- \* Use the following strategies and/or programs during the language arts block to increase student achievement in the area of reading and writing:
  - Guided Reading/Writing
  - Shared Reading
  - Close Reading
  - Text Dependent Questions
  - Depth of Knowledge
  - Text Complexity
  - Big Books/Read Alouds
  - Literature Circles
  - Respectful Tasks
  - Story Maps
  - Thinking Maps
  - Vocabulary Development Lessons
  - GLAD (input charts, CCD, co-op strip paragraphs, sentence patterning chart, observation charts, etc.)
  - Breakout rooms via Zoom
- \* Continue to utilize the Professional Learning Communities model to evaluate/monitor student work and to create an action plan for further staff development and planning to improve reading and writing instruction.
- \* Participate in cycles of inquiry. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- \* Participate in staff development to learn and understand how the Deep Learning components will enhance learning for all students whether instruction is through a distance learning format or in-person.
- \* Utilize the IAB's and Brief Writes in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards.

Principal will:

- \* Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.

\* Purchase supplemental instructional materials such as books (focus on 3-6 grade fiction and non-fiction text), web-based teacher resources, etc. These supplemental materials will be reviewed, copied, and/or purchased where appropriately needed.

\* Provide technology that will be used to enhance learning experience such as: blogs, web sites, virtual field trips (Nearpod), appropriate applications for distance learning, etc. using Supplemental and Concentration funds.

\* Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc.

Other:

\* Students will be placed in flexible groups based on their reading level for guided reading and skill instruction on a daily basis all grade levels.

\* Supplemental materials and supplies will be purchased as needed to support the ELA and writing instruction.

\* The Follett Library system will be a support for our students in picking the appropriate library books at their level to increase reading achievement.

\* Educational Applications for student i-Pads will be purchased using Supplemental and Concentration funds to support the Language Arts, Science and Social Studies Programs. These applications will be used to help reinforce the reading readiness, reading, writing, Science and Social Studies skill for our 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)
594	Title I 4000-4999: Books And Supplies Materials and Supplies (Warehouse for Parent Education)
3000	Title I 1000-1999: Certificated Personnel Salaries Release Time
2644	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (Faronics, Follett, Illuminate, Typing Agent)
900	Title I 5000-5999: Services And Other Operating Expenditures

	Software for I-pads
2000	Title I 4000-4999: Books And Supplies Materials & Supplies Technology
1333	Title I 4000-4999: Books And Supplies Materials & Supplies Warehouse
780	Title I 3000-3999: Employee Benefits Certificated Benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier II - Small Group Intervention

### Strategy/Activity

Staff will:

- \* Teachers will continue to implement small group differentiated instruction providing opportunities for teachers to observe student's reading behavior and provide support while they practice reading strategies. This strategy will be implemented with consideration of physical distancing protocols when full in-person instruction resumes.
- \* Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted to support their academic language usage aligned to skills.
- \* Use supplementary materials, such as Reading A to Z, Enchanted Learning, etc. to provide identified students with appropriate leveled curriculum.
- \* Develop differentiated "respectful tasks" for students using the Language Arts standards and Wonders/Amplify materials as a guide. Release time will be provided to develop "respectful tasks" as needed.
- \* Utilize the Movie Licensing contract to show videos to help students compare/contrast and make the connection between literature read in class and the video version.
- \* Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards.
- \* Provide targeted intervention strategies for students identified through the Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.

\* Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.

\* Utilize technology to support student learning in small group settings when appropriate.

\* Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.

\* Provide support to students identified through the MTSS process.

Other:

\* Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.

\* Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.

\* Support Staff will be used to provide differentiated instruction and lower the teacher- student ratio throughout the day during reading and writing instruction for those students identified needing extra assistants.

\* Students identified as needing intervention support through the MTSS process (Level 1 - Group and Level 2a & b) will be provided targeted intervention in small groups by trained instructional assistants and MTSS coordinator.

\* Provide support staff/instructional assistants to provide small group instruction as needed. If the budget allows provide extra hours for assistants to work with struggling students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
39,178	Title I 2000-2999: Classified Personnel Salaries Classified Salaries
2262	Title I 2000-2999: Classified Personnel Salaries Classified Extra Hours
2782	Title I 3000-3999: Employee Benefits Classified Benefits

503	Title I 5000-5999: Services And Other Operating Expenditures Movie License
684	Title I 3000-3999: Employee Benefits Classified Benefits
1090	Title I 5000-5999: Services And Other Operating Expenditures Software Apps for I-pad
384	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Agreement (A-Z Learning)
1000	Title I 4000-4999: Books And Supplies Materials and Supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Tier III - Intensive Individual Interventions

#### Strategy/Activity

In addition to Tier I and Tier II support, staff will:

- \* Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- \* Utilize support staff to provide specialized instruction for identified students.
- \* Closely monitor students at risk of not meeting grade level standards through the Level 1- Group/ Level 2a & b MTSS process and Level 3 if appropriate.
- \* Will meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.
- \* Pull students who need individual support to provide re-teaching and scaffolded instruction for targeted areas of need during independent reading/writing time. Leveled guided reading materials will be purchased using Supplemental and Concentration funds to support learning.
- \* Will analyze student work samples (DRA, writing samples, etc.) during weekly PLC meetings to identify areas of need and brainstorm possible interventions and scaffolded support.
- \* Will identify 3-5 at-risk students to set goals for learning and closely monitor progress.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3333

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and Supplies Warehouse

## 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.

Implementation of the strategies/activities are mainly based on data from the 2018-2019 school year and part of the 2019-2020 school year. ILT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to monitor student progress and effectiveness of the implemented strategies.

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

We were unable to complete the year expenses and MTSS Intervention plan due to the state mandated school closures beginning in March 2020.

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

No changes at this time.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

When analyzing our CAASPP - Math data we have many areas of need, however an area that stands out the most is in the area of Concepts & Procedures - Applying mathematical concepts and procedures. This is an area of need for all grade levels with 56.78% scoring below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Overall Academic Achievement - 20.72% are meeting or exceeding the standard.  Due to the suspension of state summative assessments for 2019-2020 year, current academic data is not available.	Students will make at least a 5% increase to 25.72%% of students meeting or exceeding standard.  Due to the suspension of state summative assessments for 2019-2020 year, current expected outcomes are not available.

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)

Tier I - All Students



## Strategy/Activity

### 2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS

Staff will:

\* Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis using a combination of online platforms through distance learning and in-person instruction. In-person instruction will be implemented with consideration of physical distancing protocols. Teachers will collaborate regarding student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

\* Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math whether instruction is through a distance learning format or in-person. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

\* Analyze student I-Ready data and work samples for the purpose of determining student's areas of strength and the next steps in moving the students forward in their mathematical understanding and thinking and to create class and/or individual goals related to math instruction.

\* Use Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways whether instruction is through a distance learning format or in-person.

\* Promote rigorous standards and language objectives that will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames while in breakout rooms on zoom during distance learning and other strategies to facilitate academic discourse.

\* Provide language objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.

\* Use technology within the classroom and through distance learning to support instruction at each grade level and purchase needed software for further support.

\* Use digital and/or concrete manipulatives as needed to help students gain a conceptual understanding of math. Manipulatives will be sent home for use during distance learning.

- \* Analyze student data and work samples for the purpose of determining student's areas of strength and the next steps in moving the students forward in their mathematical understanding and thinking and to create class and/or individual goals related to math instruction.
- \* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.
- \* Be provided release time for curriculum development and how to provide effective math instruction and feedback using the virtual model.
- \* Purchase supplemental materials (digital manipulatives, math related applications for the i-Pad and other supplies as needed).
- \* Utilize the following to monitor student achievement and discuss best practices for remediation and enrichment:
  - Problem of the Day
  - Daily Spiral Review
  - Common assessments
  - Formative assessments
  - Quick Checks
  - CGI data collection
- \* Collaborate on student data/work samples and best instructional strategies during weekly PLC meetings for the purpose of developing math lessons that will improve the student's mathematical thinking/reasoning and understanding.
- \* Utilize higher level questioning during math instruction to uncover the student's thinking process and misconceptions whether instruction is through a distance learning format or in-person.
- \* Provide teachers the opportunity to attend virtual conferences to strengthen their math skills. For example: CMC Conference

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

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

Amount(s)	Source(s)
390	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Certificated
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials & Supplies Technology
885	LCFF - Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures Software Apps for I-pad
1333	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
2000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier II - Small Group Intervention

### Strategy/Activity

Staff will:

- \* Provide small group instruction as needed based on formative assessments both during distance learning and in-person instruction.
- \* Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- \* Provide opportunities for students to use technology to support their learning in small group settings when appropriate whether instruction is through a distance learning format or in-person.
- \* Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- \* Provide support staff/instructional assistants to provide small group instruction both through distance learning and in-person instruction. If the budget allows provide extra hours for assistants to work with struggling students.
- \* Provide support to students identified through the MTSS process.
- \* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier III - Intensive Individual Interventions

Strategy/Activity

In addition to Tier I and Tier II support, staff will:

- \* Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support both through distance learning and in-person instruction.
- \* Utilize support staff to provide specialized instruction for identified students both through distance learning and in-person instruction.
- \* Closely monitor students through the MTSS process - Students at risk of not meeting grade level standards will be closely monitored through the Level 1 - Group and Level 2a & b MTSS process.
- \* Teachers will identify 3-5 at-risk students to set goals for learning and closely monitor progress.
- \* Teachers will meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.
- \* Analyze student I-Ready data and work samples for the purpose of determining student's areas of strength and the next steps in moving the students forward in their mathematical understanding and thinking and to create class and/or individual goals related to math instruction.
- \* Utilize the IAB's in TOMS as an instructional and assessment tool for the purpose of identifying next steps in instruction for the students toward meeting grade level standards in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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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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.

Implementation of the strategies/activities are mainly based on data from the 2018-2019 school year and part of the 2019-2020 school year. ILT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to monitor student progress and effectiveness of the implemented strategies.

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

We were unable to complete the year expenses and MTSS Intervention plan due to the state mandated school closures beginning in March 2020.

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

No changes at this time.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Oral Language, the listening domain is an area of need for grades 3, 4 & 5 and Written Language, the reading domain is an area of need for all grades, with the exception of grade 1 whose area of need is writing.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 3.37% Level 2 - 29.21% Level 3 - 51.69%  Due to the suspension of state summative assessments for 2019-2020 year, current data is not available.	All students in levels 1-3 will make at least one level of growth. Students in level 4 will maintain or reclassify.  Due to the suspension of state summative assessments for 2019-2020 year, current expected outcomes are not available.

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)

Tier I - All English Learners

## Strategy/Activity

### 3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT

Staff will:

- \* Provide at least 30 minutes designated ELD instruction daily utilizing ELD standards and ELA/ELD aligned curriculum both through distance learning and in-person instruction.
- \* Provide Integrated ELD throughout the day to support content and language acquisition both through distance learning and in-person instruction.
- \* Use the CCSS and appropriate scaffolds to guide their daily instruction.
- \* Be provided training as it relates to understanding data/procedures/release questions for the ELPAC.
- \* Provide English Learners access to technology, software, and applications to support language acquisition both through distance learning and in-person instruction.
- \* Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, non-linguistic supports and/or visual/kinesthetic/auditory supports both through distance learning and in-person instruction.
- \* Conduct data conferences with students to help them set goals and understand steps to improve both through distance learning and in-person instruction.
- \* Purchase additional instructional materials to support English Learners.
- \* Be provided release time to plan or attend trainings/conferences virtually and in-person to acquire strategies to support English Learners.
- \* Content and Language objectives will be emphasized and used as a learning tool for students to ensure students understand the purpose of their learning and how they will demonstrate learning through various language experiences.
- \* Language objectives and sentence frames will be targeted as a means to ensure English Language Learner students are provided various language opportunities to maximize language development.
- \* Teachers will utilize questioning strategies to support and extend student responses into complete sentences using sentence frames when appropriate both through distance learning and in-person instruction.
- \* Teachers will provide virtual field trips to bring learning to life for our students by utilizing Nearpod or the projection system in the cafeteria.
- \* Using paper and supplies from the warehouse the teachers will print pictures and use gestures and regalia to make vocabulary comprehensible for all students.
- \* Teachers will collaborate by grade level to provide designated and integrated ELD instruction to EL students.

\* Supplementary instructional materials will be purchased to support the academic achievement of EL students and the involvement of parents.

\* The Community Liaison will be used to translate all correspondence sent home to our Spanish speaking families, translation of comments on report cards and provide Spanish translation to enhance our home/school connection.

\* Educational applications for the i-Pads will be purchased to support the English Language Learner program both through distance learning and in-person instruction.

\* Research additional ELD supports that can be used for music, poetry, etc. to supplement our current ELD 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)
900	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Apps for I-pad
2816	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies Warehouse
2000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time
2000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra Earning
605	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Classified Benefits
390	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Certificated Benefits

### **Strategy/Activity 2**

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

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

Tier II - Small Group Intervention

Strategy/Activity

Staff Will:



- \* Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners both through distance learning and in-person instruction.
- \* Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve, both through distance learning and in-person instruction.
- \* Provide extended learning opportunities such as before/after school intervention groups through zoom based on area of greatest need.
- \* Utilize instructional assistants to provide support to students in small groups for additional practice both through distance learning and in-person instruction.
- \* Purchase additional instructional materials to support English Learners.
- \* Utilize the Wonders ELD resources as their curriculum to plan, pre-teach, and re-teach lessons during small group instruction both through distance learning and in-person instruction. There will be a focus on the level of rigor in the expectation of oral development students are producing to ensure they are attaining the skills and practice necessary to move to the next level of English proficiency.
- \* Based on teacher's formative assessment, targeted scaffolding of language frames and tiered questioning will be used to support student responses into complete sentences.
- \* Provide multiple opportunities and multiple modalities for checking for understanding to ensure students understand the objective of each lesson and the purpose for their learning.
- \* Extended learning opportunities will be provided to support student learner. (ASES, one-on-one instruction, 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)

### **Strategy/Activity 3**

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

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

Tier III - Intensive Individual Interventions

#### **Strategy/Activity**

In addition to Tier I and Tier I support, staff will:

- \* Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments both through distance learning and in-person instruction.

- \* Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- \* Identify at-risk English Learners and set goals for learning both through distance learning and in-person instruction.
- \* Use the MTSS process for identifying and supporting English Learners at this tier.
- \* Utilize targeted ELD instruction to meet individual student needs in all language domains through small group and/or one-on-one instruction both through distance learning and in-person instruction.
- \* English Language Learner students at risk will be closely monitored through the Level 1 - Group and Level 2a & 2b MTSS process and Level 3 if appropriate.
- \* Identify 3-5 at-risk EL students to set goals for learning and closely monitor progress.
- \* Meet with the principal formally two times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement.
- \* Literature will be purchased using Supplemental and Concentration funds to supplement ELD lessons during designated and integrated ELD 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)

## **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.

Implementation of the strategies/activities are mainly based on data from the 2018-2019 school year and part of the 2019-2020 school year. ILT, Grade Level Teams and MTSS Team meet on a bi-weekly or weekly basis to monitor student progress and effectiveness of the implemented strategies.

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

We were unable to complete the year expenses and MTSS Intervention plan due to the state mandated school closures beginning in March 2020.

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

No changes at this time.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4

Parent/Community Partnerships

District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in via zoom or in-person.

## Identified Need

During the school closure at the end of the 2019-2020 school year we found that it was hard to communicate and reach many of our families. With the students attending school in a combination of virtual and in-person learning for the 2020-2021 school year it is important to keep the students and families involved and engaged in the school community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Volunteer in Classroom/School - 18% Training/Family Nights - 35% Conferences - 81% Committees - 6%  Due to school closures for the 2019-2020 school year, current survey data is not available.	There will be a 5% increase.  Due to school closures for the 2019-2020 school year, current expected outcomes are not available.

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

ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS

- \* Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning.
- \* The strategies and activities identified in the 2019-2020 SPSA for parent engagement were focused items that stakeholders agreed were necessary for parents to stay educated on how to help their children at home. Implementation of Family Education Night events will be conducted through a distance learning platform (Zoom). The following events will be included: Literacy, Social Emotional Needs, Technology Education, Healthy Habits and Meeting Advanced Student Needs/Enrichment.
- \* The Aeries Communication system will be utilized in order to improve home-school communication and keep parents up to date on important information regarding hybrid, virtual and in-person learning for their students.
- \* The monthly calendar, school website and office Digital Signage will be used as a means of providing our parents with information regarding upcoming and important information as it relates to hybrid, virtual and in-person learning for their students.
- \* Teachers will share grade level goals and student data from classroom informal and formal assessments with parents during conferences.
- \* Translators will be available for parent conferences and family events in order to communicate the importance of monitoring and being involved in their student's learning.
- \* Parents will be invited to join the School Site Council that meets 5 times throughout the year to provide input to the school plan, budget and programs.
- \* The ELAC committee as represented by the School Site Council will meet at least 4 times per year to address the following:
  - Provide input into the school plan for English Language Learners
  - Assist with the development of the school's needs assessment
  - Training in the importance of regular school attendance
- \* Parents will be invited to attend a bi-monthly A&I (Advisory & Information) meeting to ask questions and express concerns related to their students and the school.
- \* To increase the number of attendees to virtual parent events and PTA sponsored events, incentives and rewards will be offered for those families in attendance.
- \* PTA will offer monthly drive-thru and restaurant events to keep families engaged in the school community during distance learning and hybrid learning.
- \* Teachers will invite the parents and students of our Kindergarten - Third grade to a Virtual Pajama Story Night to celebrate the love of reading and model oral reading strategies for the families through a distance learning format (Zoom).
- \* Continue to offer conferences for parents through the zoom platform and have them sign up using Sign Up Genius to increase the number of families attending student conferences.

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

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

Amount(s)	Source(s)
2000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra earnings for Classified Staff
3,655	Title I 5000-5999: Services And Other Operating Expenditures Aeries Communication
900	Title I 5000-5999: Services And Other Operating Expenditures Industry Weapon (Digital Signage)
3334	Title I 4000-4999: Books And Supplies Materials and Supplies Warehouse
605	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Classified Staff

## 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.

Implementation of the strategies/activities are based on data from the 2018-2019 school year and part of the 2019-2020 school year. We will continue to utilize the Aeries communication system, monthly calendar, school website, Community Liaison and PTA to build our parent/community partnerships and increase parent engagement. The strategies/activities identified in the 2019-2020 SPSA were focused items that stakeholders agreed were necessary for us to be successful in meeting our parent engagement goal. Implementation of these strategies/activities will be conducted through the distance learning platform (Zoom).

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

We were unable to complete the year expenses due to the state mandated school closures beginning in March 2020.

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

No changes at this time.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on the Parent survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

Parents feeling school is a safe and secure environment for their students on a daily basis whether they are in a virtual or in-person model.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	92% Strongly Agree  Due to school closures for the 2019-2020 school year, current survey data is not available.	There will be a 5% increase.  Due to school closures for the 2019-2020 year, current expected outcomes are not available.

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

CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS

\* Each grade level will meet on an ongoing basis to discuss students who are struggling academically, socially or behaviorally to develop appropriate goals and interventions to support



student growth. Follow-up meetings will be scheduled every 6-8 weeks to monitor progress and determine if further intervention is needed.

- \* Weekly Response to Intervention MTSS/RTI meetings will be used to discuss students with either academic and/or behavior concerns and monitor student achievement and growth.

- \* Parents will be invited to weekly MTSS/RTI meetings to provide us with additional information so we can better meet the needs of struggling students.

- \* Academic resources for families will be provided for parents of at-risk students as needed. (Copy paper and card stock from the warehouse will be used for these resources).

- \* The PBIS Team will meet 3-5 times throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions.

- \* All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals.

- \* Minor Infractions and Office Discipline Referrals will be printed and used to support our PBIS system school wide.

- \* Bi-monthly PBIS training will be provided to students regarding schoolwide expectations for behavior either through in-person or a distance learning format.

- \* School Psychologist and Counselor will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions.

- \* All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed.

- \* Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct. (Celebration prizes will be purchased using material and supplies budget).

- \* Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct.

Once it is safe to do so the following volunteer/visitor guidelines and procedures will be enforced:

- \* Every volunteer/visitor will be required to come through the main office and follow the following procedures:

- Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to go to the classroom.
- Sign in and out on the volunteer log and receive a yellow visitors badge from the office staff. (Badges will be purchased using materials and supplies budget).
- Schedule and appointment with the principal prior to visiting the classroom for observation purposes.

- \* All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office.

- \* Visitation and volunteer procedures will be reinforced periodically throughout the year.
- \* Raptor Technologies will be used to screen all visitors/volunteers prior to entering campus.
- \* The following drills will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency. (Fire Drills - Once a month, Earthquake Drills - Twice a year, Intruder Drill - Once a year).
- \* Attendance and student engagement will be monitored on a weekly basis. The Office Clerk will run monthly attendance letters and provide a list of those students in need of a Pre-Sarb meeting to discuss attendance and/or engagement issues. (Copy paper used to copy attendance letters and Pre-Sarb documents for meetings with parents will be purchased using the materials and supplies warehouse budget).
- \* Pre-Sarb meetings with parents will be conducted on an as needed basis. (Via phone call, zoom or at home visits)
- \* Counseling support will be provided one day a week for social-emotional and behavioral support for at-risk students.
- \* Counseling support for students who require extra support with their social emotional needs will be provided on an as needed basis.
- \* Teachers will be provided follow-up training in Restorative Circles to promote a sense of community and help promote social-emotional well being for our students.
- \* Staff will receive ongoing staff development on how to create a trauma-based sensitive classroom to promote the social-emotional well being for our students.
- \* Staff will be provided ongoing staff development and training on MTSS/SEL strategies for academic and behavior support for our students and provide weekly Social Emotional Learning lessons for our students through distance learning and/or in-person instruction.
- \* Monthly virtual PBIS celebrations will be used to reward students who are consistently showing PRIDE (Proactive Stance, Resilience, Integrity, Digital Citizenship and Entrepreneurship) behavior both during distance learning and during in-person hybrid learning. (Celebration prizes will be purchased using material and supplies budget.)
- \* Weekly/monthly awards will be given to students virtually and then mailed or delivered for students demonstrating PRIDE behavior, consistent attendance, engagement and work completion. (Ink, paper and/or awards will be purchased using material and supplies budget.)

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

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

Amount(s)

Source(s)

1500

Title I

	5000-5999: Services And Other Operating Expenditures Multilith and Printing
350	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (SWIS)
1259	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies Warehouse
565	Title I 5000-5999: Services And Other Operating Expenditures Software Agreement (Raptor Technologies)
3333	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Implementation of the strategies/activities are based on data from the 2018-2019 school year and part of the 2019-2020 school year. The MTSS/PBIS Team will meet monthly to review behavior data to develop effective strategies/activities as it relates to school climate and safety. The strategies/activities identified in the 2019-2020 SPSA were focused items that stakeholders agreed were necessary for us to be successful in meeting our school climate goal. Implementation of these strategies/activities will be conducted through the distance learning platform (Zoom) and/or during in-person instruction through the hybrid model.

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

We were unable to complete the year expenses and MTSS Intervention plan due to the state mandated school closures beginning in March 2020.

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

No changes at this time

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,287.00

## 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	\$72,387.00

Subtotal of additional federal funds included for this school: \$72,387.00

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 - Supplemental and Concentration	\$22,900.00

Subtotal of state or local funds included for this school: \$22,900.00

Total of federal, state, and/or local funds for this school: \$95,287.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

22,900.00

Title I

72,387.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

7,000.00

2000-2999: Classified Personnel Salaries

45,440.00

3000-3999: Employee Benefits

6,236.00

4000-4999: Books And Supplies

22,335.00

5000-5999: Services And Other Operating Expenditures

14,276.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

4,000.00

2000-2999: Classified Personnel Salaries

LCFF - Supplemental and Concentration

4,000.00

3000-3999: Employee Benefits

LCFF - Supplemental and Concentration

1,990.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

10,741.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

2,169.00

1000-1999: Certificated Personnel Salaries

Title I

3,000.00

2000-2999: Classified Personnel Salaries	Title I	41,440.00
3000-3999: Employee Benefits	Title I	4,246.00
4000-4999: Books And Supplies	Title I	11,594.00
5000-5999: Services And Other Operating Expenditures	Title I	12,107.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,467.00
Goal 2	6,608.00
Goal 3	8,711.00
Goal 4	10,494.00
Goal 5	7,007.00

# School Site Council Membership

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

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

Name of Members	Role
Pam Cunningham	Principal
Theresa Huston	Classroom Teacher
Naida Cabrera	Classroom Teacher
Laurie Dreher	Classroom Teacher
Natalie Nunez	Other School Staff
Maria Delgado	Parent or Community Member
Sandra Lomeli	Parent or Community Member
Michelle Majancsik	Parent or Community Member
Maria Mendoza	Parent or Community Member
Fabiola Calderon	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 14, 2021.

Attested:

Principal, Pam Cunningham on January 14, 2021

SSC Chairperson, Michelle Majancsik on January 14, 2021



# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Positas Elementary School	30665636028989	December 9, 2020	February 11, 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.

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

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

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

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

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

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

Students will clearly communicate through a range of writing tasks that require the use of academic vocabulary across multiple content areas. Students will use inquiry throughout the IB PYP Units of Inquiry. Students will show improvement in both academic and language proficiency.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Input from Staff

The following summaries are based upon staff input and findings from Leadership Team and PLC meetings:

English-Language Arts continues to be the area most in need of focus.

### English-Language Arts:

Reading, writing, listening will continue to be a focus this year to support the Common Core State Standards. Specifically:

- Continued emphasis on improving students' writing in the three common core text types - narrative, explanatory/informational and opinion/argument by using common graphic organizers to respond to prompts in each text type
- Continued emphasis on increasing the amount of non-fiction material throughout Wonders series and beyond to meet the CCSS goal of 50%
- Continued emphasis on GLAD strategies to help scaffold information for all students from ELL through GATE used throughout small differentiated groups and Wonders designated reading
- Continued emphasis on Thinking Maps, close reading, and text dependent strategies to improve reading comprehension
- Use of i-Ready diagnostics to determine like groups of students, i-Ready individualized program for each student
- Intervention programs (Leveled Literacy, Las Positas Academy, Wonders Reading Program, MTSS small groups using data to inform instruction, after school support classes) These classes are offered via Zoom during the Global Pandemic when appropriate in person
- Systematic analysis of formative (curriculum-based) assessments to drive differentiated instruction. Using formative assessment to inform instruction throughout IB PYP Units of Inquiry.
- Use of "depth and complexity" GATE strategies to support all students thinking deeply and critically about topics

### Mathematics:

Las Positas has implemented the following initiatives to support students with the Common Core State Standards:

- Bridges math curriculum is being implemented school wide.
- Intervention program for at-risk students - Las Positas Academy after school classes - through MTSS data meetings. (Intervention groups via Zoom during the Global Pandemic when learning virtually, in person when able).
- Provide use of math manipulatives to support conceptual understanding

- Computer generated math support through Bridges
- Real world math connections made through the IB PYP Programme of Inquiry

#### English Learners:

All English Learners are instructed in mainstream classes, and the staff concurs that our teaching strategies must embrace methods which will provide differentiated instruction to meet all students' language development needs. Teachers understand students' ELPAC levels and plan accordingly for 30 minutes of ELD daily. Teachers will use language objectives and sentence frames to support the oral language development of English Learners. Guided Language Acquisition and Development (GLAD) strategies have been implemented to scaffold content area instruction. The lead ELD teacher and the MTSS Teacher on Special Assignment will attend trainings to help English Language Learners meet the level of rigor required in the Common Core State Standards.

#### Identified Needs for Professional Development:

End of year staff survey results reveal that all teachers would like to learn more about social emotional learning and technology integration in the classroom. In addition, teachers want to continue professional development in IB PYP assessment, concepts and inquiry. The SLT has identified the need for Professional Development in the following areas:

- Writing in the three common core text types within the IB PYP Programme of Inquiry and all curriculum
- Using rubrics to guide writing reflection and growth
- The use of Second Step social emotional learning lessons
- IB Assessment in the new IB PYP Enhancements
- Designing and implementing respectful tasks during guided reading tied into inquiry and concepts of IB PYP Programme of Inquiry

#### Input from Parents:

The following summaries are based on input from our parent surveys and parent advisory groups including the School Site Council, ELAC, Coffee with the Principal, and A&I:

- School Climate: 97% of the surveyed parents feel comfortable talking with their student's teachers and 97% are made to feel welcome at Las Positas. 92% are excited about the new opportunities provided with the new school focus.(Data is from the 2019-2019 school year due to the Global Pandemic beginning in March 2020.)
- Home-School Communication: Parents affirm that home-school communication is meaningful, regular and effective, with teachers and staff going out of their way to help students and parents feel part of the school "team". Parents and families particularly appreciate communication through email, notices and newsletters, the school website, conferences, Aeries Communication and personal phone calls.

#### Parent Training and Involvement Opportunities:

Due to the Global Pandemic, data from the 2019-2020 school year is limited. Data collected from parent meetings suggests the need for social-emotional support for children during the Pandemic and assistance for families in need. Data from the 2018-2019 school year suggests 89% of our parents indicate they are well informed about opportunities to participate in school programs. Survey results show approximately 28% of our parents volunteer at school in the classroom which is an increase from 10% last year. 15% serve on school communities, which is an increase from 6%. Respondents identified an interest for training in behavior management (44%) for their children,

improving reading and math skills (61%), developing healthy habits (36%) and technology and internet safety (37%).

## **Classroom Observations**

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

Administrator participates in walkthrough visitations both virtually and in person (when students are in session) several times per year. Formal observations are conducted once yearly for teachers who are on the evaluation cycle, (two times for non-tenured teachers). Informal and formal observations provide evidence that Las Positas teachers are providing lessons and activities aligned with Common Core State Standards and IB PYP Standards. Particular emphasis is being made this year on accountable talk among all students, formative and summative assessments aligned with IB PYP Programme of Inquiry, focused writing through all text types, multiple examples of student comprehension using technology and non-technology, and continued school-wide use of thinking maps. Writing is a strong focus, with purposeful rubrics in place for writing prompts. The process is a cycle and writing samples across all grade levels are evaluated through PLC. Students are involved in establishing rubrics for assessment and guidance.

## **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)

ELPAC data from 2020 shows EL students continue to struggle with reading and listening skills. Continued focus this year will be on listening and breaking down reading decoding skills to be relevant to the learner. CAASPP data for the 2019-2020 school year is not available due to the Global Pandemic, but the 2018-2019 data was reviewed and continued progress has been made in several areas. All areas showed significant growth. We will continue to support all learning through the IB Programme of Inquiry. We will continue our focus on writing and small group instruction in reading. Student needs are assessed throughout our PLCs and through our MTSS process. Approximately 25% of all students show below standard in all three areas of math - concepts and procedures, problem solving and modeling, and communicating reasoning. We are in our third year of our adopted Bridges math curriculum which builds upon all these concepts. Teachers meet during PLC time to review strategies and review our MTSS protocols to identify students who need more intensive intervention. The 2018-2019 CAASPP revealed an upward trend in both ELA and Math over the previous year. Our work with the International Baccalaureate Primary Years Programme of Inquiry is making a difference with instruction and learning.

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

The i-Ready program allows progress monitoring on student learning throughout the school year in both reading and math.

Las Positas Elementary teachers continuously analyze individual student data and formative assessments to guide instruction. CAASPP data is not available for the 2020-2021 school year due to the pandemic. Staff has given formative and summative tests to set measurable and attainable goals for individual student improvement and school goals in the absence of CAASPP data. i-Ready assessments are given each trimester to assist in the continued monitoring of student goals and growth. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Las Positas Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards and IB Standards and Practices. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as IB PYP Standards and Practices, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Las Positas staff works with our Teacher on Special Assignment (MTSS TOSA), in content areas, standards based lessons, and data talks to guide instruction. Our MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring. In addition, Las Positas staff meets weekly with our IB PYP Coordinator to develop, write, refine, reflect the IB PYP Programme of Inquiry.

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

Teachers collaborate in PLCs every Wednesday afternoon. Teachers engage in vertical articulation as well as grade level in PLCs. All grade level teams meet weekly with IB PYP Coordinator and bimonthly with IB PYP Specials teachers.

## Teaching and Learning

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

At the start of the school year, teachers attended school staff development. Trainings included professional development on i-Ready support, data analysis, IB PYP Standards and Practices, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLCs are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the IB PYP Programme of Inquiry infusing all content areas through transdisciplinary themes. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Grade level teams of teachers, with the guidance of the Principal and IB PYP Coordinator, prepare units of inquiry which are IB and Common Core Standards based. Discussions are held on best practices to ensure Common Core State Standards and IB Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students within their classrooms and also through small group instruction via Zoom (during Distance Learning). When in Hybrid Learning, intervention groups may be held in person. Various strategies are incorporated to assist with academic challenges. Students also utilize i-Ready, which assists in identifying reading and math levels, and provides computer based personalized instruction at the students' level. Teachers analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- Kidzone afterschool program
- ASES afterschool program
- PBIS
- RTI, IEP and 504 plans
- ELD program
- MTSS - development of small group instruction
- Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcome part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), Coffee with the Principal, and IB Parent Meetings via Zoom during the Pandemic. Their voices are used to review our consolidated application programs.



## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enable underperforming students to meet standards.

## Fiscal support (EPC)

\*LCFF

\*District funding

## School Profile

Welcome to Las Positas Elementary School, an International Baccalaureate Primary Years Programme World School and a California Distinguished School located in La Habra, California. Las Positas provides a safe, caring, relevant and rigorous learning environment for every child, every day. All students are challenged to achieve their highest potential and with the goal of becoming proficient in each area of the Common Core State Standards and IB PYP Standards. At Las Positas, we focus on improvement of our students' academic growth in all areas of the curriculum by utilizing the 4-C's of 21st Century Learning: communication, collaboration, critical thinking and creativity and several project based learning assignments throughout the year. Our student enrollment is 468 hybrid students and approximately 100 virtual students with several world languages represented by our families. We are a globally diverse student population. Our Mission Statement is: To develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens. Las Positas is now focusing on the six transdisciplinary IB PYP themes weaving the themes throughout the curriculum using the IB framework and philosophy. Our students have IB Spanish, IB Personal Social Physical Education and IB Art infused throughout their IB Programme of Inquiry. Our school is focusing on the IB Learner Profile attributes, taught worldwide to all IB students. Our students are becoming caring, balanced, communicative, open-minded, inquiring, knowledgeable, principled, courageous learners. Our students are taking action, becoming global thinkers and taking action locally.

As well as our IB PYP authorization as an IB World School, our school is focusing on reading comprehension and writing schoolwide. To motivate all of our students to read, including English Learners, core learners, and gifted students, we use our Wonders reading series as well as relevant, relatable text infused throughout our IB PYP Programme of Inquiry. Our Bridges math curriculum is being implemented successfully schoolwide. Our school theme this year is "Passport to the World". Students are recognized monthly for their leadership and IB Learner Profile attributes during our "Lion of the Month" assemblies. Our school Student Ambassadors are involved in planning spirit days/weeks, Dot Day, Veterans Day Assembly, Red Ribbon Week, school beautification days, student store along with many additional opportunities to learn/show leadership when students are in session. Our goal is to allow many opportunities for all students to become "Leaders" and show leadership. Students learn to think globally and take local action.

Las Positas utilizes Positive Behavior Interventions and Supports (PBIS) to guide our students in the IB PYP Learner Profile attributes, celebrating successes along the way. The ASES after school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors. Kidzone is offered at Las Positas for before and after school care, partnering with

our school for the success of all children enrolled in the program. Las Positas Academy offers several opportunities for student learning after school including: Spanish, Robotics, Dance, Drama, Enrichment, Recorders, and tutoring whenever possible and when Hybrid Learning is in session.

During the 2019-2020 school year we were able to celebrate many student accomplishments before the global COVID 19 pandemic moved our school to virtual distance learning. We had students in each class demonstrate leadership skills by implementing environmental projects such as: recycling paper, plastic and cans. Student Ambassadors have planted and maintained a butterfly garden, spearheaded an art club, written a monthly newspaper, and implemented many other student driven projects.

Our Las Positas PTA assists our students and staff with funding for field trips, classroom expenditures, assemblies, organizing Scholastic Book Fairs, Red Ribbon Week, Color Run, Trunks and Treats, just to name a few. Las Positas has a team of teachers, staff, parents and community members supporting our students in their learning and preparing students for the future.

## 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

Our School Site Council (SSC) member process began in September 2020. Parents expressed interest in serving on the SSC through a Google form sent to all parents and voting took place also on a Google form sent to all parents. Teacher representatives were voted on as well as classified also using Google forms. During our Fall meetings, the SSC reviewed last year's SPSA and discussed needs for this year as our school has focused intent on MTSS strategies. The October and November SSC meetings reviewed the plan and the budget. The December meeting was held to approve and/or to revise the plan. During district administrative meetings, the SPSA was discussed at length.

## Resource Inequities

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

None to report.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.2%	0.18%		1	1
African American	0.44%	1.37%	1.29%	2	7	7
Asian	2.21%	2.94%	3.68%	10	15	20
Filipino	0.88%	1.37%	2.03%	4	7	11
Hispanic/Latino	89.18%	80.82%	78.27%	404	413	425
Pacific Islander	%	0.2%	0.18%		1	1
White	5.96%	10.76%	11.6%	27	55	63
Multiple/No Response	%	0.59%	1.66%		3	6
Total Enrollment				453	511	543

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		101	131
Grade 1		59	80
Grade 2		84	59
Grade3	135	82	83
Grade 4	145	86	92
Grade 5	173	99	98
Total Enrollment	453	511	543

### Conclusions based on this data:

1. Las Positas student enrollment for the 2019-2020 school year increased by 32 students. Many families are touring Las Positas due to the excellent IB program. During the 2020-2021 school year Las Positas has students enrolled in the district VLM program and in the Las Positas Hybrid program due to the COVID pandemic.
2. Las Positas services all the moderate to severe TK-5th grade students in the district.

# 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	149	141	147	32.9%	27.6%	27.1%
Fluent English Proficient (FEP)	98	69	66	21.6%	13.5%	12.2%
Reclassified Fluent English Proficient (RFEP)	40	17	19	23.7%	11.4%	13.5%

### Conclusions based on this data:

1. This data shows our number of EL students has gradually decreased over the past three years.
2. The percent of Reclassified Fluent English Proficient students increased from the 2018-19 school year to the 2019-2020 school year.
3. The percentage of Fluent English Proficient students has shown a steady decrease over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	135	129	79	132	129	79	132	129	79	97.8	100	100
Grade 4	166	140	85	165	139	83	165	139	83	99.4	99.3	97.6
Grade 5	139	164	95	138	162	95	138	162	95	99.3	98.8	100
All	440	433	259	435	430	257	435	430	257	98.9	99.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2407.	2429.	11.36	13.18	20.25	26.52	23.26	24.05	27.27	33.33	37.97	34.85	30.23	17.72
Grade 4	2438.	2443.	2453.	14.55	13.67	16.87	17.58	22.30	27.71	28.48	24.46	18.07	39.39	39.57	37.35
Grade 5	2471.	2473.	2509.	11.59	11.11	23.16	26.81	27.16	30.53	23.91	27.16	20.00	37.68	34.57	26.32
All Grades	N/A	N/A	N/A	12.64	12.56	20.23	23.22	24.42	27.63	26.67	28.14	24.90	37.47	34.88	27.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.88	14.73	21.52	47.73	48.84	50.63	39.39	36.43	27.85
Grade 4	13.33	15.83	16.87	52.12	40.29	48.19	34.55	43.88	34.94
Grade 5	8.70	14.20	16.84	46.38	46.30	57.89	44.93	39.51	25.26
All Grades	11.72	14.88	18.29	48.97	45.12	52.53	39.31	40.00	29.18

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	15.27	13.95	21.52	48.85	47.29	53.16	35.88	38.76	25.32
Grade 4	10.91	11.51	10.84	54.55	52.52	63.86	34.55	35.97	25.30
Grade 5	15.94	19.14	28.42	56.52	48.77	54.74	27.54	32.10	16.84
All Grades	13.82	15.12	20.62	53.46	49.53	57.20	32.72	35.35	22.18

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	8.33	10.08	15.19	68.18	71.32	69.62	23.48	18.60	15.19
Grade 4	8.48	13.67	20.48	59.39	69.78	59.04	32.12	16.55	20.48
Grade 5	7.25	8.02	18.95	60.14	66.05	66.32	32.61	25.93	14.74
All Grades	8.05	10.47	18.29	62.30	68.84	64.98	29.66	20.70	16.73

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	15.91	23.26	21.52	62.12	57.36	60.76	21.97	19.38	17.72
Grade 4	14.55	17.99	19.28	52.12	52.52	55.42	33.33	29.50	25.30
Grade 5	25.36	20.99	26.32	44.20	54.32	46.32	30.43	24.69	27.37
All Grades	18.39	20.70	22.57	52.64	54.65	53.70	28.97	24.65	23.74

#### Conclusions based on this data:

1. The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in English Language Arts/Literacy. Our observations note that the difference is negligible among the grade levels as to the scores above standard and at or near standard. All grade levels need to reduce the number of students who are below standard.
2. Upon further analysis and disaggregation of scores, all grades are performing the highest on Research/Inquiry. Reading (demonstrating understanding of literary and non-fictional texts), writing (producing clear and purposeful writing), and listening (demonstrating effective communication skills) will be a focus for all grade levels. Scores reflect improvement in listening, but still show a need for improvement.
3. Following the IB PYP standards and practices as well as the Common Core State Standards allows teachers to focus on all four areas of ELA through each Transdisciplinary Theme Unit of Inquiry in the Programme of 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	135	129	79	133	129	79	133	129	79	98.5	100	100
Grade 4	166	140	85	165	138	85	165	138	85	99.4	98.6	100
Grade 5	139	164	95	138	163	95	137	163	95	99.3	99.4	100
All	440	433	259	436	430	259	435	430	259	99.1	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2445.	2427.	2453.	16.54	13.18	27.85	42.86	32.56	27.85	27.82	28.68	27.85	12.78	25.58	16.46
Grade 4	2454.	2458.	2471.	10.91	11.59	16.47	24.24	23.19	31.76	33.33	39.13	28.24	31.52	26.09	23.53
Grade 5	2485.	2489.	2521.	11.68	15.95	24.21	20.44	14.11	22.11	34.31	36.81	34.74	33.58	33.13	18.95
All Grades	N/A	N/A	N/A	12.87	13.72	22.78	28.74	22.56	27.03	31.95	35.12	30.50	26.44	28.60	19.69

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	36.09	27.13	37.97	47.37	43.41	37.97	16.54	29.46	24.05
Grade 4	15.76	17.39	30.59	37.58	39.86	29.41	46.67	42.75	40.00
Grade 5	17.52	20.25	29.47	35.77	33.13	36.84	46.72	46.63	33.68
All Grades	22.53	21.40	32.43	40.00	38.37	34.75	37.47	40.23	32.82

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	25.56	17.05	30.38	49.62	46.51	48.10	24.81	36.43	21.52
Grade 4	13.33	13.04	15.29	47.88	55.07	54.12	38.79	31.88	30.59
Grade 5	12.41	12.27	28.42	48.91	50.31	50.53	38.69	37.42	21.05
All Grades	16.78	13.95	24.71	48.74	50.70	50.97	34.48	35.35	24.32

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
<b>Grade 3</b>	32.33	25.58	36.71	52.63	54.26	51.90	15.04	20.16	11.39
<b>Grade 4</b>	18.18	14.49	28.24	44.85	55.07	43.53	36.97	30.43	28.24
<b>Grade 5</b>	13.87	11.66	21.05	46.72	55.21	51.58	39.42	33.13	27.37
<b>All Grades</b>	21.15	16.74	28.19	47.82	54.88	49.03	31.03	28.37	22.78

**Conclusions based on this data:**

1. Percentage of students above standard has increased significantly from the 17-18 school year in all three grade levels.
2. Concepts and Procedures (Applying mathematical concepts and procedures) is an area of need for all grade levels. Through targeted practice and use of guided lessons students will grow in this area.
3. Our school plan will include areas for both teachers and students to grow in their understanding of the Common Core State Standards in the area of mathematics, to provide professional development in the Bridges math program, to increase the rigor of tasks for our students to meet expectations and to continue working on the foundational conceptual understanding of math skills for our students in order to reason and justify appropriately in all areas of mathematical awareness. Math will be included in the IB PYP Programme of Inquiry with real life math situations.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1433.8		1443.5		1411.0		33
Grade 1		1467.1		1464.8		1468.6		16
Grade 2		1496.4		1517.9		1474.7		23
Grade 3	1496.3	1498.7	1491.1	1485.6	1501.2	1511.4	53	19
Grade 4	1511.8	1515.3	1509.5	1512.9	1513.6	1517.0	46	32
Grade 5	1536.4	1566.6	1536.0	1584.6	1536.2	1548.0	45	20
All Grades							144	143

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.09		48.48		36.36		6.06		33
1		6.25		56.25		37.50		0.00		16
2		21.74		43.48		34.78		0.00		23
3	*	21.05	54.72	36.84	28.30	42.11	*	0.00	53	19
4	*	18.75	52.17	59.38	*	9.38	*	12.50	46	32
5	37.78	50.00	48.89	35.00	*	15.00	*	0.00	45	20
All Grades	20.83	20.28	52.08	47.55	20.83	27.97	*	4.20	144	143

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		15.15		51.52		30.30		3.03		33
1		31.25		31.25		37.50		0.00		16
2		52.17		30.43		17.39		0.00		23
3	24.53	31.58	58.49	36.84	*	31.58	*	0.00	53	19
4	45.65	43.75	39.13	40.63	*	6.25	*	9.38	46	32
5	66.67	75.00	26.67	20.00	*	5.00	*	0.00	45	20
All Grades	44.44	39.86	42.36	37.06	8.33	20.28	*	2.80	144	143

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
<b>K</b>		6.06		93.94		0.00		33
<b>1</b>		43.75		56.25		0.00		16
<b>2</b>		43.48		52.17		4.35		23
<b>3</b>	*	10.53	75.47	68.42	*	21.05	53	19
<b>4</b>	34.78	18.75	63.04	71.88	*	9.38	46	32
<b>5</b>	57.78	20.00	37.78	75.00	*	5.00	45	20
<b>All Grades</b>	36.11	21.68	59.72	72.03	*	6.29	144	143

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
<b>K</b>		27.27		63.64		9.09		33
<b>1</b>		6.25		68.75		25.00		16
<b>2</b>		52.17		47.83		0.00		23
<b>3</b>	39.62	42.11	54.72	57.89	*	0.00	53	19
<b>4</b>	56.52	84.38	28.26	6.25	*	9.38	46	32
<b>5</b>	82.22	90.00	*	10.00	*	0.00	45	20
<b>All Grades</b>	58.33	52.45	34.03	40.56	7.64	6.99	144	143

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
<b>K</b>		3.03		90.91		6.06		33
<b>1</b>		12.50		75.00		12.50		16
<b>2</b>		17.39		52.17		30.43		23
<b>3</b>	*	10.53	58.49	68.42	39.62	21.05	53	19
<b>4</b>	*	6.25	69.57	65.63	23.91	28.13	46	32
<b>5</b>	*	30.00	62.22	60.00	*	10.00	45	20
<b>All Grades</b>	9.72	11.89	63.19	69.93	27.08	18.18	144	143



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
<b>K</b>		51.52		30.30		18.18		33
<b>1</b>		6.25		93.75		0.00		16
<b>2</b>		8.70		82.61		8.70		23
<b>3</b>	24.53	42.11	62.26	57.89	*	0.00	53	19
<b>4</b>	28.26	21.88	65.22	62.50	*	15.63	46	32
<b>5</b>	48.89	5.00	48.89	95.00	*	0.00	45	20
<b>All Grades</b>	33.33	25.17	59.03	65.73	7.64	9.09	144	143

**Conclusions based on this data:**

1. After analysis of data, reading is the area of concern with many students falling in the Beginning area.
2. Staff will continue to have professional development opportunities for reading strategies.
3. Writing strategies for all EL students will be reinforced to move students from Somewhat/Moderately to Well Developed.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
511	74.6	27.6	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	27.6
Foster Youth	4	0.8
Homeless	3	0.6
Socioeconomically Disadvantaged	381	74.6
Students with Disabilities	74	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
American Indian	1	0.2
Asian	15	2.9
Filipino	7	1.4
Hispanic	413	80.8
Two or More Races	9	1.8
Pacific Islander	1	0.2
White	55	10.8





### Conclusions based on this data:

1. Based on the reported data, Las Positas has approximately 75% socioeconomically disadvantaged students.
2. Hispanic students make up the largest group of students, with approximately 81% of the total student population.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Both ELA and Math increased significantly over the previous years and are now in the green.
2. To have continued growth in ELA, we will continue to focus on reading comprehension. To have continued growth in Math, we will continue to focus on Mathematical Concepts and Procedures.
3. There is a need to continue targeting our chronic absentee students through parent meetings and student support.

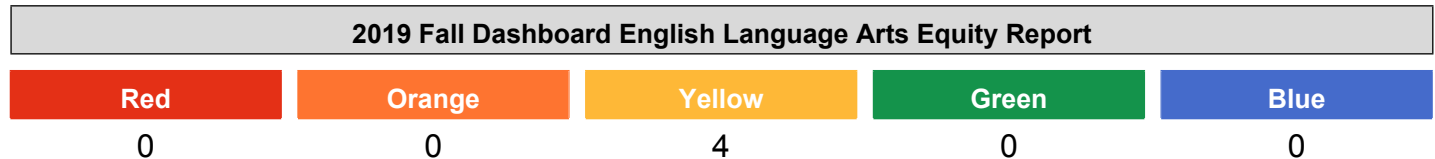
# School and Student Performance Data

## 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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 4.3 points below standard Increased Significantly ++22.7 points 257	 Yellow 29.5 points below standard Increased ++13.6 points 114	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 13.5 points below standard Increased Significantly ++23.2 points 199	 Yellow 36 points below standard Increased Significantly ++20.9 points 50

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Yellow 14.4 points below standard Increased Significantly ++18.2 points 211	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 50.3 points above standard Increased Significantly ++46.1 points 26

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

<b>Current English Learner</b> 66 points below standard Increased ++7.3 points 65	<b>Reclassified English Learners</b> 19.1 points above standard Increased ++11.7 points 49	<b>English Only</b> 13.4 points above standard Increased Significantly ++29 points 129
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#### Conclusions based on this data:

1. From analysis of the data, all student groups increased significantly from the previous year.
2. Continued professional development will be provided for staff on EL strategies to incorporate with all students in focused writing, speaking, listening, and reading.
3. Although our current English learners did increase from the previous year, the group is still below standard.

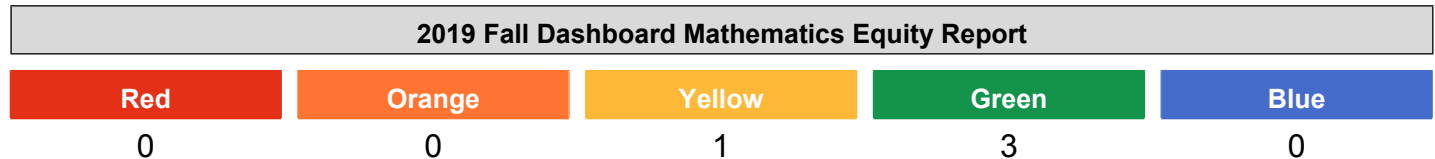
# School and Student Performance Data

## Academic Performance Mathematics







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











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		
<b>All Students</b>  Green 5.3 points below standard Increased Significantly ++20 points 257	<b>English Learners</b>  Green 22 points below standard Increased ++12.2 points 113	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Green 15.1 points below standard Increased Significantly ++17.1 points 199	<b>Students with Disabilities</b>  Yellow 44.5 points below standard Increased ++14 points 50

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Green 15.3 points below standard Increased Significantly ++16.5 points 211	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 36.4 points above standard Increased Significantly ++18.4 points 27

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

<b>Current English Learner</b> 51.4 points below standard Increased ++5.7 points 64	<b>Reclassified English Learners</b> 16.5 points above standard Increased ++12.8 points 49	<b>English Only</b> 5.2 points above standard Increased Significantly ++26.2 points 130
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#### Conclusions based on this data:

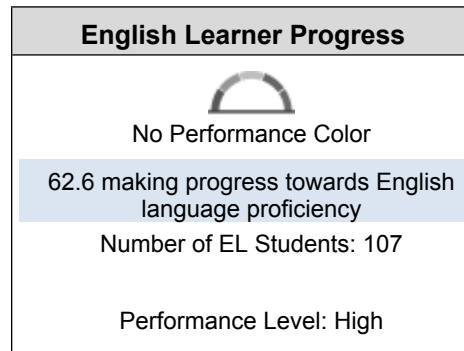
1. All student subgroups increased. Although Students with Disabilities did increase and are in the yellow, they are still 44.5 points below standard.
2. The Reclassified English Learners increased and are now 16.5 points above standard.
3. With the implementation of the newly adopted Bridges math curriculum, the curriculum is focused and staff continues with implementing strategies targeted at improving schoolwide scores. Real world mathematics is now infused in the IB PYP Programme of Inquiry schoolwide.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.1	25.2	5.6	57.0

#### Conclusions based on this data:

1. The data shows that 61% of our EL students progressed at least one ELPI level.
2. Focus will be to continue to move the students in the Beginning Stage to the higher levels.
3. Focus will be to continue to provide a strong English Learner program each day to provide the necessary knowledge and success for the ELPAC testing.



# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

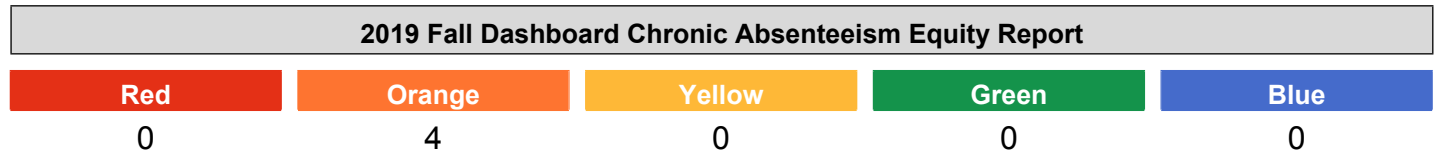
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Orange 7.4 Increased +1.5 542	<b>English Learners</b>  Orange 5.9 Increased +2.1 188	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Orange 8.9 Increased +1.5 405	<b>Students with Disabilities</b>  Orange 12 Increased +2.3 92

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 0 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Orange 7.9 Increased +1.8 430	<b>Two or More Races</b>  No Performance Color 8.3 12	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 6.3 Increased +2.5 64

#### Conclusions based on this data:

1. Focus for the 2019-20 school year was to address chronic absenteeism through parent and student meetings. The Global Pandemic forced all students to learn virtually off campus from March 2020.
2. Engagement in zoom classes needs to increase.
3. All groups did increase, yet not significantly. Continued engagement growth will be an expectation for the 2020-21 school year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

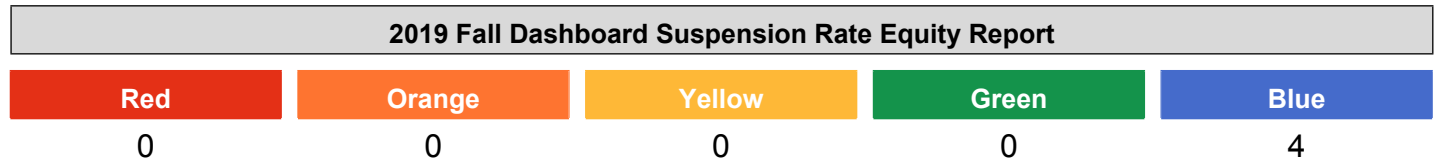
# School and Student Performance Data

## Conditions & Climate Suspension Rate

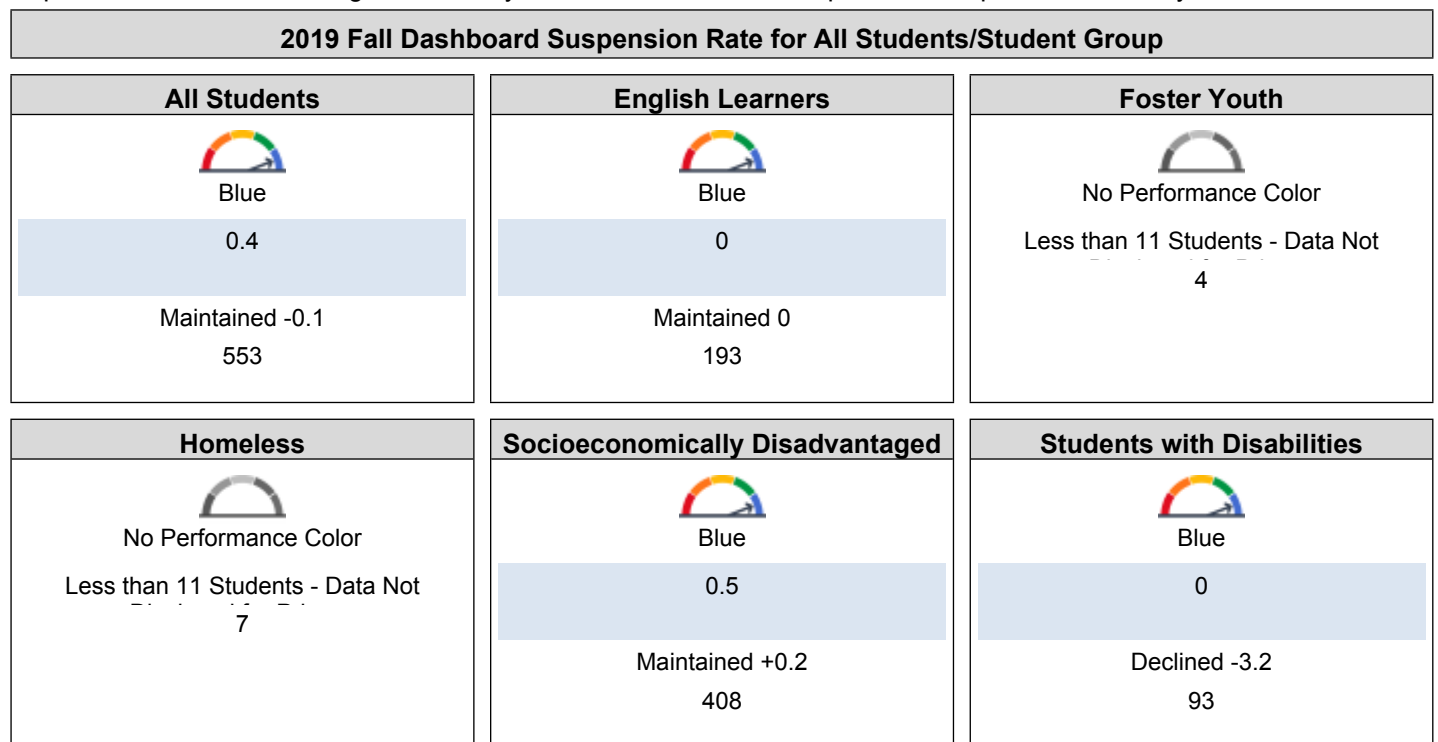
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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 by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color 0 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7
<b>Hispanic</b>  Blue 0.2 Declined -0.3 437	<b>Two or More Races</b>  No Performance Color 0 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  No Performance Color 0 Maintained 0 67

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.4

#### Conclusions based on this data:

1. All groups report in the blue.
2. The data shows Students with Disabilities suspension rate declined by 3.2% as did the Hispanic students by .3%.
3. The continued implementation of Restorative Practices during the 2019-20 school year will provide alternative solutions to suspension for all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Reading comprehension continues to be an area of need. Through the use of i-Ready and focused guided reading, scores will increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (data from 18-19 school year, no data for 19-20 school year due to pandemic)	47.86% Met/Exceeded	52%

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

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders) on a daily basis. Teachers will collaborate weekly during PLC designated time

to discuss student learning goals and objectives for learning, language objectives, analysis of student data, analyzing student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and IB PYP Standards and Practices.

- Continue developing and refining best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will provide ample opportunities for students to show/express their learning. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning. All IB PYP Units of Inquiry will be rigorous and will provide strategies for inquiry and expression of learning. Las Positas SLT focus for 2020-21 school year is to ensure students will clearly communicate through a range of writing tasks requiring the use of academic vocabulary across multiple content areas.
- Continue developing lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- IB PYP Coordinator weekly meetings with teachers to plan IB Units of Inquiry for all six IB PYP Transdisciplinary Themes.
- Ask students a variety of questions focusing on higher level questions (DOK 3 and DOK 4) to gather formative assessment on student understanding. Teachers will also require students to use academic language to justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants.
- Through the IB PYP Unit Planner process, teachers will infuse language arts, social science, science and math curriculum into the unit planner under the guidance and direction of the IB PYP Coordinator.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Materials will be provided digitally through Seesaw, Epic, Learning A-Z, Google Classroom, etc.
- Keyboarding skills to be taught to prepare students for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Designated reading programs in addition to Wonders core curriculum to motivate students to read for pleasure.

#### School will:

- Due to the Global Pandemic, students when in Hybrid Learning will come to school in AM/PM small cohorts to differentiate and target instruction.
- Schedule PLC meetings and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, technology, etc.
- Provide technology that will be used to enhance learning experience such as: SeeSaw, Nearpod, blogs, websites, virtual field trips, etc.
- Provide Buck-A-Book which allows students to access low cost books throughout the school year (postponed during the Pandemic).
- Provide Book Swaps during the Pandemic to provide free access to books for pleasure reading to all students



- Participate in Cycles of Intervention with the guidance of our MTSS TOSA. Grade level teams will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year including IB Training, NGSS, GLAD training, OCDE opportunities, district professional development, and curriculum development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27936	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants Salary
1986	Title I 3000-3999: Employee Benefits Instructional Assistants Benefits
5500	Title I 5000-5999: Services And Other Operating Expenditures Nearpod Software/License
1,473	Title I 5000-5999: Services And Other Operating Expenditures Follett Destiny Library
368	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Typing Agent typing program
	Title I Centralized 5800: Professional/Consulting Services And Operating Expenditures Professional Development for IB PYP Training
	IB Coordinator Weekly Meetings with Teachers

### 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

Tier II

## Small Group Intervention

### Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel such as: educational assistants, MTSS TOSA, and retired teachers will provide support in small group instruction for classes where students are not meeting proficiency.
- Use supplementary materials, such as Leveled Literacy Intervention(LLI), Wonders curriculum, computer based leveled instruction.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Provide designated intervention group times for those students in need..
- Through grade level collaboration, daily writing will be implemented through a variety of activities as identified in the Common Core State Standards and the IB PYP Programme of Inquiry.
- Provide targeted intervention strategies for identified students in the area of writing and reading comprehension. Students are identified through the Multi-Tiered System of Support (MTSS) process. Through the Rtl referral process, targeted supports and intervention are implemented.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessment of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program providing students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide intervention opportunities through Las Positas Academy after school program when feasible and in school small cohort when on Distance Learning.

### School will:

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school supports.

## Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

4000

### Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies

	Technology purchase (chromebooks)
4000	Title I 4000-4999: Books And Supplies Technology purchase (chromebooks)
	ASES tutors
10000	Title I 4000-4999: Books And Supplies Additional support materials/supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Las Positas Academy after school program and in school small cohorts during Distance Learning.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	None Specified
10000	Title I 1000-1999: Certificated Personnel Salaries Intervention programs after school

## 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.

Through the use of targeted writing prompts, rubrics, a focused school plan and implementation of IB PYP transdisciplinary thematic units, scores increased significantly.

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

No major change noted. Targeted after school intervention was implemented and proved to be successful as a Tier 2 strategy.

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

The focus will continue as last year, with the additional focus on respectful tasks during guided reading to meet the needs of all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

All students will have targeted assistance on Concepts and Procedures to ensure the conceptualization of mathematical rules and ideas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (data from 18-19, no data from 19-20 due to pandemic)	49.81%	54%

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

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges) on a daily basis. Teachers will collaborate weekly to discuss student learning goals and

objectives for learning, language objectives, analysis of student data, review student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and to the IB PYP Unit of Inquiry and IB Standards.

- Provide students with activities supporting the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all teachers are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and math objectives, analyze student data, student reflection, and designing standards based instructional lesson plans.
- Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Use Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and to be able to represent mathematical problems in multiple ways.
- Provide content objectives and/or learning goals which will promote rigorous standards. Language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse. Zoom break out rooms will also be used for upper grade students while on Distance Learning.
- Provide objectives that will be emphasized and used as a learning tool for students in understanding the purpose of their learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom and computer labs to support instruction at each grade level. Technology use such as Jamboard, Nearpod, Whiteboard, Google Classroom, Seesaw during Distance and Hybrid Learning.
- Use i-Ready as a diagnostic and also as supplemental material to gain mastery.
- Infuse mathematical concepts in all six IB PYP transdisciplinary units of inquiry.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Be provided release time and professional development for curriculum development.
- Purchase supplemental materials and supplies as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
982	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplies/Books
2500	Title I 5000-5999: Services And Other Operating Expenditures Various technology costs

8000	Title I 4000-4999: Books And Supplies Materials and Supplies
999	Title I 5000-5999: Services And Other Operating Expenditures Mystery Science Software/License

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Targeted Students

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Support students use of i-Ready to provide differentiated activities.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills depending on Hybrid or Distance Learning model. Frequent assessment of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate including but not limited to: Reflex Math and zearn.org.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support to staff/instructional assistants to provide small group instruction.
- Provide support in Las Positas Academy - after school intervention classes and in school intervention classes (both virtually and in person).
- Provide support to students identified through the MTSS process.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries Extra Support - after school intervention
8000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Technology purchase

10000	Title I 4000-4999: Books And Supplies Materials and supplies for intervention purposes

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Targeted Students

#### Strategy/Activity

Tier III

##### Intensive Individual Interventions

- In addition to Tier I and Tier I support, staff will:
- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Continued staff development with Bridges and infusing math concepts in the IB PYP Programme of Inquiry prove to be effective, targeted steps to achieve the intended goal.

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

No major change.

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.



Continued focus on mathematical concepts and procedures will continue to show growth for all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

All English Learners will continue to grow in the area of reading and speaking through targeted EL instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (Limited data due to the Global Pandemic)	Level 1: 4.20% Level 2: 27.97% Level 3: 47.55% Level 4: 20.28%	All students in levels 1-3 will make 1 level of growth. Students in level 4 will maintain or reclassify.

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)

EL Students

### Strategy/Activity

#### Core Instructional Program -Tier I

- All teachers dedicate 30 minutes daily to target needs of English Language Learners using the EL materials from McGraw-Hill Wonders reading program.
- All teachers write language objectives, use differentiated sentence frames and use GLAD strategies appropriate for student ELD level.

- English Language Lead teacher and MTSS TOSA will coordinate annual ELPAC testing, provide training, modeling, materials and in classroom support.
- Reading comprehension and vocabulary development will be enhanced through the use of GLAD strategies, with visual aides such as videos on large screens and individual devices
- Review of GLAD standards for group planning in ELD strategies
- Use of online media through McGraw-Hill Wonders reading program to help students with their listening and speaking skills
- Title 1 Educational Assistants will assist grade levels with small group instruction
- Teachers will utilize Thinking Maps to help scaffold instruction for EL students
- Digital language support for students.
- After school Spanish class (available when in Hybrid Learning)
- IB Spanish for all students
- Seesaw recording oral response and listening, with teacher feedback both verbally and written
- Nearpod and Flocabulary (use over zoom and hybrid learning)
- Choral response over zoom and in hybrid learning
- Flipgrid (oral language response/feedback)

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

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

Amount(s)	Source(s)
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Book and Supplies
3,918	Title I 1000-1999: Certificated Personnel Salaries Other Certificated Salaries
503	Title I 5000-5999: Services And Other Operating Expenditures Movie License

### **Strategy/Activity 2**

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

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

EL Students

#### **Strategy/Activity**

##### **Small Group Intervention - Tier II**

- After School Education and Safety (ASES) Extend Day Program is offered to students who have scored Below Standard to support students' completion of homework and provides enrichment activities
- Teachers meet weekly in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address their needs. (Rtl Level I)
- Educational Assistants work with small groups of students.

- Las Positas Academy after school program to assist students not making adequate progress, virtually and in person small groups during the 2020-2021 school year.
- Spanish library books purchased
- Targeted Intervention groups via zoom and during Hybrid Learning

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

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

Amount(s)

3000.00

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials/Supplies

### **Strategy/Activity 3**

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

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

EL Students

#### **Strategy/Activity**

Intensive Individual Interventions - Tier III

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the needs of individual students in all areas determined by ELPAC scores and interim assessments
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting
- Identify at-risk English Learners and set goals for learning
- Use the MTSS process for identifying and supporting English Learners

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

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

Amount(s)

2000.00

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials/Supplies

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

Continued focus on EL strategies was continued throughout all learning during the 2019-20 school year. This was met with success and is a continued goal this year, both in a virtual and hybrid setting.

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

No changes

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.

Continue from 2019-2020.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in-person or via zoom.

## Identified Need

To increase family attendance at our evening events, ie: BTSN, IB Showcase, IB Family Information Nights, Technology Information Night, Literacy Night. Many of these events will be held virtually during the 2020-21 school year due to the Global Pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Admin Records	Attendance sheets/surveys returned	Increased attendance at all functions

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

- Parent Nights emphasizing reading, math, computer skills, behavior expectations, International Baccalaureate information meetings will be held throughout the year, ELAC, PTA, School Site Council. All meetings are held through Zoom and are scheduled during various times of the day during the 2020-2021 school year. Drive thru events are being scheduled throughout the school year
- PTA Schoolwide Events: Halloween Trunks and Treats, Family Fun Night, Holiday "Kiddmas" drive thru event, Virtual Book Fairs

Continue with Implementation of Schoolwide Reading Program to improve reading comprehension including:

- Purchase incentive books and supplies for students

- Provide regular feedback for parents and students
- Provide opportunities for drive by Bookswap event

Implement Parent Education Program including:

- Parents will be provided with information regarding the CCSS and IB PYP at Back to School Night and parent conferences in both English and Spanish
- School Site Council, A&I, and ELAC parents will discuss and review the Instructional Focus of the school
- Monthly IB Primary Years Programme meetings covering philosophy and progress of IB PYP program
- Parents will be provided with regular formal and informal progress reports for their children, including specific strategies to assist their children at home in progressing towards meeting the standards
- Share the IB PYP Learner Profile Attributes, Transdisciplinary Themes, Action Cycle with parents in both English and Spanish through meetings, parent nights, IB Showcase, and newsletters
- MTSS support meetings will be held as needed to address learning needs of at-risk students with their families
- Community Liaison will provide workshops and communicate with families regarding resources available to families
- Monthly drive thru Food Pantry Distribution event in partnership with Second Harvest Food Bank of Orange County
- Parent Volunteer classroom/school activities opportunities (during the 2020-2021 school year, parent involvement in classrooms is limited - parent volunteer through PTA events and individual help for teachers at home is encouraged and supported)
- Regular communication regarding school activities will be provided via Aeries Communication, Seesaw, Google Classroom, Class Dojo, monthly parent newsletters, daily announcements and school and teacher websites
- Schoolwide Orientation in August to provide overview of school programs, IB PYP program, instructional focus, curriculum, behavior expectations, and the homework system (Virtually during the 2020-2021 school year)
- Monthly Coffee with the Principal meetings to discuss schoolwide events, celebrations, IB PYP, concerns translated in Spanish with Arabic available (Virtually during the 2020-2021 school year)
- Attendance meetings held at school and at district office - both virtually and in person
- Parents will be involved in fundraising events to supplement classroom field trips (virtually) that help address grade level and IB standards
- Parents will be invited to attend monthly Awards Assemblies where students are recognized for outstanding student achievement. During the 2020-2021 school year the Awards Assemblies are recorded and sent home for parents to view.
- Title 1 Parent Meetings will meet in conjunction with School Site Council to provide input into the School Plan and expenditures of Title I funds
- Adult English Classes, PIQE meetings, Nutrition meetings, social/emotional support will be provided throughout the district
- Bilingual publications and parent communication will be provided
- School events and pictures will be shared on our digital signage in the office, Twitter and school website
- Remind, Class Dojo, Google Classroom, Seesaw and Twitter will be used regularly to communicate with parents and community
- Raptor Technology Software in place for all campus volunteers for security purposes
- District Health and Wellness website available to parents and community members

- District tech support available to parents during the pandemic
- Periodic Town Hall Meetings
- Schoolwide Action Project with Heifer International

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Parent Education Resources/Family Nights
565	Title I 5000-5999: Services And Other Operating Expenditures  .Raptor Technology Software and Licensing
2000	Title I 4000-4999: Books And Supplies Parent support materials
4000	Title I 5000-5999: Services And Other Operating Expenditures Printing and Multilith expenses
892	Title I 5000-5999: Services And Other Operating Expenditures Digital Signage Software
3906	Title I 5000-5999: Services And Other Operating Expenditures Aeries Communication

## 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.



Upon further analysis, it was determined to offer different start times for parent events. Parent events are in the morning and in the evening to reach a larger group of parents and families.

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

None

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

Continue from 2019-20 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

Being an IB PYP Authorized World School we will continue blending our PBIS with IB Learner Profile Attributes

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Las Positas Family Engagement Survey Title I Family Survey	98% parents strongly agree/agree	Increase by 1%

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

- Website update
- Lion Pride tickets to celebrate students living the IB Learner Profile
- Blending of the IB Learner Profile and PBIS strategies to incorporate positive behavior and leadership skills
- School Ambassador program to build leadership capacity among all students grades 3-5
- Gary Center added counseling support for at-risk student support
- Lunch Bunch groups to build social/emotional support
- Schoolwide "Brag Tags" to recognize positive behavior, Lion Pride daily to promote positive citizenship, IB Learner Profile, and responsibility

- All students will show student choice action projects throughout the International Baccalaureate Transdisciplinary Themed units
- Monthly "Lion of the Month" assemblies to showcase IB Learner Profile and specific awards
- Verbal reminders of the importance of school attendance, and attendance meetings with parents and students
- Attendance rewards and incentives for class and grade level attendance "winners"
- TK/K students learning about nutrition during lunch, nutritious choices made with teacher instruction
- Monthly attendance data will be analyzed and analyzed
- Use of Restorative Practices
- Code of Conduct (IB Learner Profile) review assemblies
- PBIS teachers will analyze behavior data from Aeries in order to plan interventions and incentives to support a safe environment conducive to learning
- Small group intervention for students who continue to present behavior challenges
- MTSS (Rtl) meetings for academic and behavioral challenges
- Counseling intern will meet with students both in group and individually as needed/identified
- NCI training offered to all general education teachers and support staff
- Raptor Technology in place for all volunteers for safety purposes (prescreening)
- Monthly Food Pantry Distribution for community members in partnership with Second Harvest Food Bank of Orange County
- Monthly PTA and Coffee with the Principal meetings
- IB Reflections for student behavior

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Supplemental and Concentration 0001-0999: Unrestricted: Locally Defined Incentives and supplies for PBIS and monthly celebrations. (Materials and Supplies) See goal #1
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

As an IB PYP World School we have been implementing the IB Learner Profile attributes as part of our PBIS. We will continue to write, refine, reflect upon our progress and procedures.

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

None

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

None

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,528.00

## 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	\$103,178.00

Subtotal of additional federal funds included for this school: \$103,178.00

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 - Supplemental and Concentration	\$22,350.00

Subtotal of state or local funds included for this school: \$22,350.00

Total of federal, state, and/or local funds for this school: \$125,528.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

22,350.00

Title I

103,178.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

0001-0999: Unrestricted: Locally Defined

2,000.00

1000-1999: Certificated Personnel Salaries

17,418.00

2000-2999: Classified Personnel Salaries

27,936.00

3000-3999: Employee Benefits

1,986.00

4000-4999: Books And Supplies

55,482.00

5000-5999: Services And Other Operating Expenditures

20,706.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

0001-0999: Unrestricted: Locally Defined

LCFF - Supplemental and Concentration

2,000.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

19,982.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

368.00

1000-1999: Certificated Personnel Salaries

Title I

17,418.00

2000-2999: Classified Personnel Salaries

Title I

27,936.00

3000-3999: Employee Benefits	Title I	1,986.00
4000-4999: Books And Supplies	Title I	35,500.00
5000-5999: Services And Other Operating Expenditures	Title I	20,338.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,263.00
Goal 2	33,981.00
Goal 3	10,421.00
Goal 4	12,863.00
Goal 5	3,000.00

# School Site Council Membership

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

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

Name of Members	Role
1. Sharon Hensley	Principal
2. Christine Osborn	Classroom Teacher
3. Linda Cugini	Classroom Teacher
4. Michele Arnold	Classroom Teacher
5. Blanca Morales-Martinez	Other School Staff
6. Adetutu Abegunde	Parent or Community Member
7. Erin Sevilla	Parent or Community Member
8. Heather Macleod	Parent or Community Member
9. Paul Sung	Parent or Community Member
10. Noemi Martinez	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 9, 2020.

Attested:

Principal, Sharon Hensley on Dec. 9, 2020

SSC Chairperson, Linda Cugini on Dec. 9, 2020

# 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](mailto: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](mailto: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](mailto: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**asurable, **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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Elementary School	30665636028997	January 13, 2021	February 11, 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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).  
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.  
The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.  
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Sierra Vista Elementary, a No Excuses University, believes in a child-centered program that recognizes the WHOLE child and their unique abilities, needs and interests. The educational environment at Sierra Vista is centered a Tiered System. We encourage development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies and educational programs engage students in mastering the essential skills of reading, writing, communication, mathematics, and technology literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, physical education, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The following summaries are based upon staff surveys, minutes, input and findings from School Leadership Team (SLT) and Professional Learning Communities (PLC) collaboration:

English-Language Arts:

This year, Sierra Vista students must demonstrate growth in Language Arts, particularly in the area of reading and reading comprehension. The following practices are in place to support that goal:

- Common Core Aligned Language Arts Curriculum (Wonders) for both ELA and ELD
- Posting and unpacking content learning objectives for students using academic language supported by sentence frames to apply the academic language
- Close reading comprehension strategies
- Text Dependent Questions
- Question, Answer, Response (QAR) for reading comprehension- specifically in referring directly to texts
- Thinking Maps
- Depth of Knowledge Questioning Techniques- Specifically with Icons of Depth and Complexity and increasing rigor to DOK Levels 3 and 4
- Literature Circles
- Integration of non-fiction text
- Summary Writing as a formative assessment
- Consistent grade level collaboration and planning of units that integrate science and social studies
- Analysis of student data using formative and summative assessment
- Identification of intervention skill areas and cycles of inquiry for intervention monitoring
- Differentiated instruction
- GLAD units that are embedded within ELA/Language Development and other content areas
- Use of 21st Century Common Core Aligned Step Up To Writing as the organizational framework for all writing genres
- MTSS Teacher on Special Assignment (TOSA) to assist teachers in completing cycles of inquiry, and supporting all tiers of instruction.
- Project based learning integrated into content areas to apply literacy skills as well as hands on learning and problem solving
- Technology support for literacy application- specifically in i Ready classroom instruction

Teachers have identified specific areas of strength in the following areas:

- Having high expectations for all students
- Teacher collaboration about students' needs and progress
- Reinforcing positive behavior expectations daily through the use of positive behavior strategies
- Being professionals who value the opportunity to learn and grow

Teachers have identified specific areas of need in the following areas:

- Professional development based on their needs as determined through data and teacher feedback through the PLC model & surveys- Technology Integration, Intervention Strategies, and particular to this year in distance learning/hybrid engagement strategies for online teaching and learning is an area of need.
- Continued support for students in Tier 2 and Tier 3.
- Support from parents in helping students to be positive learners and high achievers

Mathematics:

In math we are focusing on the strategy of building numbers sense and fluency through the mathematical practices in the Common Core. We are working to promote daily concept development and exploration. Other specific practices include:

- Use of content objectives that are unpacked in order to support the academic language of math including but not limited to the Learning Principles in Mathematics
- Use of district adopted curriculum Bridges and Math Links
- Use of formative assessment to review and analyze student learning
- Continued use of research based instructional strategies to support students understanding of math concepts such as Cognitively Guided Instruction (CGI) and Early Childhood Mathematics (ECM)
- Chunking the curriculum and spiraling the practice and re-teaching of skills
- Technology support for math application- specifically in i Ready classroom instruction

English Learners:

Staff agrees that our teaching strategies for ELD must be incorporated effectively throughout the instructional day. Clear identification of EL students and their language levels for reading, writing, listening and speaking are a way for teachers to target the needed skills to move them to the next English Proficiency level. Teachers recognize the need to differentiate for EL students in the manner of how they question them and how they respond. The following practices used are as follows:

- Daily integrated as well as designated explicit instruction in English Language Development using new ELD standards based units that integrate the content areas
- Best practices of building collaborative conversations in the areas of listening and speaking: 10/2, heads together, pair share, complete sentence response, language objectives, language frames, differentiated questioning, and

accountable talk

- 21st century GLAD strategies that promote vocabulary development and comprehension, specifically guided oral practice
- Targeted instruction for EL students with connections to newly adopted ELA program (Wonders)
- Use of technology to increase student engagement and access to grade level standards
- Use of district adopted curriculum for ELD- Wonders
- Small group or 1:1 support/assistance in areas of curriculum that need additional support

The following summaries are based upon input from our parent advisory groups including SSC/SAC, PTA, and ELAC:

Student Learning:

Parents continue to be positive about the academic rigor and quality of instruction at Sierra Vista in their survey responses. This input reflects a broad range of parents representing EL, Special Education, and Low Socio-economic, GATE, Title I and general education students. In addition to the core academic subjects, parents also expressed strong support for the fine arts programs and the opportunities for their students to have enrichment activities.

#### Home-School Communication:

School Newsletter, weekly home/school communication folders, Teleparent, written notices and flyers and emails are done on a daily to weekly basis. Parents continue to require communication in both English and Spanish is very important to parents. Parents continue to show appreciation of a bilingual community liaison to address the communication needs of our Spanish speaking parents.

#### Parent Training and Involvement Opportunities:

Last year there were regular opportunities for involvement and training in school through SSC, Coffee with the Principal or Advisory and Information Council, PTA, ELAC, DELAC, District level parent committees and other learning opportunities with our school community liaison. In a survey of parents it was indicated that additional opportunities for parent training was desired. The focus of interest was ways in which parents can assist their children in becoming more successful in school. Improving overall student achievement levels in math and reading, learning good study skills and technology use along with providing information on how to manage their child's behavior are some of the areas of need expressed in the survey. For the 2020-21 school year, these areas plan to be addressed through multiple ways- all virtual. First, our community liaison, will work closely with parents to address a variety of these topics and concerns that parents have, focusing on literacy, math, computer literacy, and how to support ALL learners both academically and behaviorally. She will continue to assist parents via phone, zoom conferences, zoom meetings, and by appointment. In addition, throughout the year our district office departments such as special ed and student support services as well as teachers may provide parents education opportunities to use the instructional techniques and strategies that are being used in the classroom. We will promote all these opportunities to parents. Other events, such as BTSN, parent conferences, parent nights and/or technology options such as teacher website, google classroom, or teleparents give lots of opportunities for education.

## Classroom Observations

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

There are several different type of classroom observations conducted throughout the school year. Formal and informal observations by the site administrators are done on a daily/weekly basis in order to provide teachers' instructional feedback to the district/school priorities. Informal observations may include time to offer instructional support and/or modeling of instructional practices as well as to collect data on the implementation of the district initiatives and best practices. The School Leadership Team may also conduct observations in order to collect data and provide feedback to colleagues on instructional practices through walkthroughs. In addition to this, following through on the professional learning cycle through the leadership institutes, peer observations are done school wide in order to gain feedback from their peers in an non-evaluative sense. And finally, formal observations will be conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

## 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)

Due to no state test scores to analyze at the beginning of the 2020 school year, our school site staff analyzed California Assessment of Student Performance and Progress (CAASPP) results from year prior and more importantly site based assessments that were last administered in January. These results are then used as a team to create achievement goals per grade level and school wide. Team members also continue to utilize our universal screener I-Ready and other on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Sierra Vista Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction based on prior years achievement. District assessments taken in the new school year also help to develop the instructional plan. iReady assessments are then given each trimester for grades Tk-2 and 2 trimesters for 3rd-6th, to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions. CAASPP data will continue to be utilized to develop grade level and school wide learning goals.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Sierra Vista Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Sierra Vista staff works with our site Teacher on Special Assignment (TOSA), in all content areas and at all tiers of instruction- specifically focusing on our newly integrated MTSS or Multi-tiered systems of support. TOSA's also focus on standards based lessons and data talks to guide instruction. TOSA's also assist with PLC discussions, instructional strategies and supporting all tiers both academically and behaviorally. There are also opportunities to support teacher mentoring.

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

Teachers collaborate in PLC's every Wednesday. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration time, we discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support for distance learning, and instructional strategies for teaching standards based instruction in specific regards to distance learning. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year. This year due to distance learning, weekly engagement records of instructional minutes were also completed by each teacher.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* ASES after school program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS /SEL workshops held monthly for parents/families
- \*Technology supports for academic learning
- \*No Excuses University Parent Education Opportunities

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.



Fiscal support (EPC)

\*LCFF

\*District funding

## School Profile

Sierra Vista Elementary is a No Excuses University School. We believe every child should be educated in a way that will prepare them for college or career. We welcome children to a world of strong academics and high standards for achievement. In 2020-21 our staff continues their collaborative work to maintain a safe but challenging learning environment. Our mission is one that challenges students to reach their full academic potential in a positive and engaging manner, while fostering a strong foundation of 21st century learning skills and developing responsible citizens. Through the use of a rigorous curriculum and engaging learning environments we are targeting 21st century skills and embedding the 5 C's- communication, collaboration, creativity, and critical thinking, and with our school focus the fifth C, College/Career Readiness.

This year, we are serving approximately 380 students with various subgroups. Our most significant subgroup is our socio-economically disadvantaged population. We also serve a number of English learners, with about 20% of our students diverse language needs.

## 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

Our School Improvement Plan was written in collaboration with our School Site Council (SSC) and our teachers. This SSC is comprised of teachers, staff and parents. Throughout the year they provide input as to the instructional needs of our students and their own personal professional development needs as educators. Our members also elicit the feedback of their fellow colleagues and parents and brings this information to our biweekly team meetings. The whole staff is also solicited for their opinions through various surveys and activities which then are reviewed continuously throughout the year to determine areas of need to address in our plan.

Our School Improvement Plan was also written in collaboration and with input from our parent groups. From monthly meetings with at least one parent group- School Site Council, Advisory and Information Parent Meetings, or our District English Language Advisory Council school representatives, are given information about our instructional plan for students and provided opportunities to give input.

## Resource Inequities

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

None to report.





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.16%			1
African American	0.39%	0.58%	0.16%	2	4	1
Asian	1.95%	2.91%	2.88%	10	20	18
Filipino	1.17%	1.6%	1.28%	6	11	8
Hispanic/Latino	84.77%	81.8%	84.19%	434	562	527
Pacific Islander	0.20%	0.29%	0.16%	1	2	1
White	9.57%	11.21%	8.79%	49	77	55
Multiple/No Response	%	0.44%	1.6%		3	5
Total Enrollment				512	687	626

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		99	78
Grade 1		85	77
Grade 2		79	92
Grade3	160	93	81
Grade 4	172	100	90
Grade 5	180	107	96
Grade 6		124	112
Total Enrollment	512	687	626

### Conclusions based on this data:

- Over the past two years, there has been a slight decrease in our overall total enrollment however, we still predominately serve Hispanic/Latino students.

# 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	137	175	145	26.8%	25.5%	23.2%
Fluent English Proficient (FEP)	105	81	83	20.5%	11.8%	13.3%
Reclassified Fluent English Proficient (RFEP)	25	2	38	16.0%	1.5%	21.7%

### Conclusions based on this data:

1. Over the past two years, we have seen a slight decrease in the number of English language learners we serve.
2. During the 19-20 school year, we saw a significant increase in the number of students that were able to be reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	170	158	89	169	158	88	169	158	88	99.4	100	98.9
Grade 4	186	172	100	181	171	98	181	171	98	97.3	99.4	98
Grade 5	159	178	106	157	175	103	157	175	103	98.7	98.3	97.2
Grade 6			123			121			121			98.4
All	515	508	418	507	504	410	507	504	410	98.4	99.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2410.	2407.	16.57	19.62	13.64	23.08	22.15	22.73	24.85	24.68	38.64	35.50	33.54	25.00
Grade 4	2437.	2464.	2471.	13.26	26.32	26.53	19.34	19.88	22.45	29.83	22.81	20.41	37.57	30.99	30.61
Grade 5	2469.	2465.	2496.	10.83	9.14	19.42	27.39	28.57	29.13	23.57	22.86	19.42	38.22	39.43	32.04
Grade 6			2516.			8.26			36.36			33.06			22.31
All Grades	N/A	N/A	N/A	13.61	18.25	16.59	23.08	23.61	28.29	26.23	23.41	27.80	37.08	34.72	27.32

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	14.79	20.89	14.77	43.20	47.47	57.95	42.01	31.65	27.27
Grade 4	9.39	21.05	27.55	52.49	52.05	48.98	38.12	26.90	23.47
Grade 5	15.29	13.14	21.36	44.59	41.71	44.66	40.13	45.14	33.98
Grade 6			10.74			61.16			28.10
All Grades	13.02	18.25	18.29	46.94	47.02	53.41	40.04	34.72	28.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.12	17.83	15.91	44.97	43.95	55.68	34.91	38.22	28.41
Grade 4	15.47	23.98	19.39	48.62	49.71	55.10	35.91	26.32	25.51
Grade 5	19.11	20.57	22.33	47.77	46.86	52.43	33.12	32.57	25.24
Grade 6			16.53			61.16			22.31
All Grades	18.15	20.87	18.54	47.14	46.92	56.34	34.71	32.21	25.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.65	17.72	10.23	62.72	55.06	68.18	26.63	27.22	21.59
Grade 4	6.08	13.45	18.37	64.09	64.33	63.27	29.83	22.22	18.37
Grade 5	10.19	7.43	15.53	62.42	64.57	61.17	27.39	28.00	23.30
Grade 6			9.09			76.03			14.88
All Grades	8.88	12.70	13.17	63.12	61.51	67.56	28.01	25.79	19.27

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	30.18	25.95	14.77	50.89	50.00	59.09	18.93	24.05	26.14
Grade 4	19.89	30.41	28.57	55.25	48.54	44.90	24.86	21.05	26.53
Grade 5	19.11	17.71	26.21	47.77	45.14	45.63	33.12	37.14	28.16
Grade 6			21.49			61.98			16.53
All Grades	23.08	24.60	22.93	51.48	47.82	53.17	25.44	27.58	23.90

#### Conclusions based on this data:

1. Due to no 2019-20 CAASPP data, our analysis was from prior years. In analyzing our data in the area of English/Language Arts for overall achievement, we recognize that we have further needs in moving more students to meeting or exceeding standards. However, it can be noted that over the last three years, we have increased the percent of students in the standards met category increase almost 3%. When looking at the subcategories of ELA- we increase the most over the past three years in the area of reading and listening, with more students at, near, or above standard.
2. Upon further analysis and dis-aggregation of scores, 5th grade saw the greatest gains. They improved in their overall achievement levels- increasing the number of students exceeding or meeting the standards.
3. With continued need in these areas for the 2020-21 school year, our school plan will include areas for both teachers and students to implement the Common Core State Standards through our ELA curriculum and to increase the rigor of tasks for our students. In order to meet the expectations of the state assessments, we will need to address foundational reading skills for our students so that they can read and comprehend grade level appropriate texts. This area of reading comprehension will continue to be our school wide instructional focus.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	170	157	89	168	157	89	168	157	89	98.8	100	100
Grade 4	186	172	100	182	171	99	182	171	99	97.8	99.4	99
Grade 5	159	178	106	157	175	103	157	175	103	98.7	98.3	97.2
Grade 6			123			121			121			98.4
All	515	507	418	507	503	412	507	503	412	98.4	99.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2430.	2424.	2429.	18.45	21.02	16.85	28.57	26.11	34.83	26.79	23.57	23.60	26.19	29.30	24.72
Grade 4	2461.	2475.	2479.	8.79	16.96	20.20	29.12	31.58	28.28	40.66	33.33	29.29	21.43	18.13	22.22
Grade 5	2475.	2484.	2507.	11.46	10.86	18.45	17.20	17.71	22.33	29.30	34.29	32.04	42.04	37.14	27.18
Grade 6			2519.			18.18			18.18			38.02			25.62
All Grades	N/A	N/A	N/A	12.82	16.10	18.45	25.25	25.05	25.24	32.54	30.62	31.31	29.39	28.23	25.00

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	33.33	29.94	31.46	35.71	32.48	34.83	30.95	37.58	33.71
Grade 4	22.53	31.58	29.29	39.01	34.50	39.39	38.46	33.92	31.31
Grade 5	16.56	20.00	27.18	32.48	33.71	38.83	50.96	46.29	33.98
Grade 6			24.79			39.67			35.54
All Grades	24.26	27.04	27.91	35.90	33.60	38.35	39.84	39.36	33.74

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	23.21	26.75	22.47	48.81	42.68	43.82	27.98	30.57	33.71
Grade 4	12.64	21.05	24.24	54.40	52.63	54.55	32.97	26.32	21.21
Grade 5	10.83	9.71	21.36	45.22	49.71	48.54	43.95	40.57	30.10
Grade 6			15.70			52.89			31.40
All Grades	15.58	18.89	20.63	49.70	48.51	50.24	34.71	32.60	29.13

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	26.79	26.75	25.84	50.00	48.41	52.81	23.21	24.84	21.35
Grade 4	20.33	21.05	28.28	52.75	54.39	41.41	26.92	24.56	30.30
Grade 5	12.74	12.57	14.56	43.31	52.57	53.40	43.95	34.86	32.04
Grade 6			16.53			54.55			28.93
All Grades	20.12	19.88	20.87	48.92	51.89	50.73	30.97	28.23	28.40

#### Conclusions based on this data:

1. Looking at prior years data since we have no test scores for the 2019-20 school year, our analysis of overall achievement of our students in the area of Math, we observe an increase in the number of students meeting and exceeding standards over the past three years. 5th grade shows the most growth in students meeting or exceeding the standards.
2. Upon further analysis and dis-aggregation of school data, our students relative strength was in the strand of communicating reasoning with over 70% of ALL students at, near, or above standard.
3. Our school plan for the 20-21 school year will include areas for both teachers and students to grow in their understanding and implementation of the Common Core State Standards and to utilize our adopted math curriculum in this endeavor. This will allow us to increase the rigor of tasks for our students and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1435.8		1442.7		1419.5		25
Grade 1		1460.2		1470.9		1449.2		15
Grade 2		1493.6		1500.9		1485.6		16
Grade 3	1501.4	1494.2	1497.0	1485.0	1505.3	1503.0	52	21
Grade 4	1518.2	1539.5	1505.4	1537.9	1530.4	1540.5	41	23
Grade 5	1536.8	1550.6	1533.5	1554.1	1539.4	1546.6	39	17
Grade 6		1552.5		1567.1		1537.4		14
All Grades							132	131

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		36.00		32.00		8.00		25
1		6.67		46.67		46.67		0.00		15
2		18.75		43.75		37.50		0.00		16
3	*	14.29	61.54	33.33	23.08	47.62	*	4.76	52	21
4	29.27	30.43	51.22	60.87	*	4.35	*	4.35	41	23
5	48.72	47.06	30.77	29.41	*	23.53	*	0.00	39	17
6		42.86		21.43		21.43		14.29		14
All Grades	28.03	25.95	49.24	39.69	18.18	29.77	*	4.58	132	131



<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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
<b>K</b>		24.00		44.00		24.00		8.00		25
<b>1</b>		13.33		60.00		26.67		0.00		15
<b>2</b>		37.50		56.25		6.25		0.00		16
<b>3</b>	21.15	23.81	69.23	52.38	*	19.05		4.76	52	21
<b>4</b>	41.46	73.91	48.78	21.74	*	0.00	*	4.35	41	23
<b>5</b>	66.67	64.71	*	17.65	*	17.65	*	0.00	39	17
<b>6</b>		64.29		7.14		14.29		14.29		14
<b>All Grades</b>	40.91	42.75	50.00	37.40	*	15.27	*	4.58	132	131

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		28.00		60.00		12.00		25
1		40.00		53.33		6.67		15
2		25.00		75.00		0.00		16
3	*	14.29	69.23	80.95	*	4.76	52	21
4	36.59	26.09	58.54	69.57	*	4.35	41	23
5	46.15	35.29	48.72	47.06	*	17.65	39	17
6		57.14		14.29		28.57		14
All Grades	32.58	30.53	59.85	59.54	*	9.92	132	131

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		68.00		8.00		25
1		20.00		80.00		0.00		15
2		56.25		43.75		0.00		16
3	63.46	23.81	36.54	71.43		4.76	52	21
4	63.41	95.65	34.15	0.00	*	4.35	41	23
5	84.62	82.35	*	17.65	*	0.00	39	17
6		64.29		21.43		14.29		14
All Grades	69.70	51.91	28.79	43.51	*	4.58	132	131

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		8.00		88.00		4.00		25
1		20.00		66.67		13.33		15
2		6.25		62.50		31.25		16
3	*	9.52	63.46	71.43	30.77	19.05	52	21
4	*	13.04	63.41	65.22	*	21.74	41	23
5	28.21	29.41	53.85	58.82	*	11.76	39	17
6		14.29		28.57		57.14		14
All Grades	15.15	13.74	60.61	65.65	24.24	20.61	132	131

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		36.00		40.00		24.00		25
1		0.00		93.33		6.67		15
2		25.00		50.00		25.00		16
3	*	19.05	73.08	71.43	*	9.52	52	21
4	51.22	47.83	46.34	47.83	*	4.35	41	23
5	58.97	11.76	28.21	82.35	*	5.88	39	17
6		64.29		14.29		21.43		14
All Grades	39.39	29.77	51.52	56.49	9.09	13.74	132	131

**Conclusions based on this data:**

1. Due to school closures in March of 2020, we do not have enough data to analyze our progress in ELPAC. However, looking at prior scores, our students at level 2 increased from 18% to 29%.
2. Upon further dis-aggregation of overall scores from 2017-2019, the greatest area of strength for our students was in the area of Speaking, with over 51% of students tested demonstrating well developed skills.
3. Our plan for the 2020-21 school year is to continue to look at ELPAC domains and to prepare our students for the rigor of tasks. We will specifically be focusing on our Long Term English learners in the upper grades as well as the students that are at risk of becoming Long Term English learners- particularly found in the upper grades of 4th-6th.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
687	68.6	25.5	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	25.5
Foster Youth	1	0.1
Homeless	4	0.6
Socioeconomically Disadvantaged	471	68.6
Students with Disabilities	62	9.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
Asian	20	2.9
Filipino	11	1.6
Hispanic	562	81.8
Two or More Races	8	1.2
Pacific Islander	2	0.3
White	77	11.2

### Conclusions based on this data:

1. During the 18-19 school year, Sierra Vista School predominately served underprivileged youth with over 69% of our population qualifying for free-reduced lunch.
2. Hispanics are the largest race/ethnicity that we have served in the past.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1. In 2019, our students increased in their academic performance in Math.
2. In regards to chronic absenteeism and suspension rates, these will be an area of focus for the upcoming school year, working with teachers, students, and families to address ongoing attendance concerns.

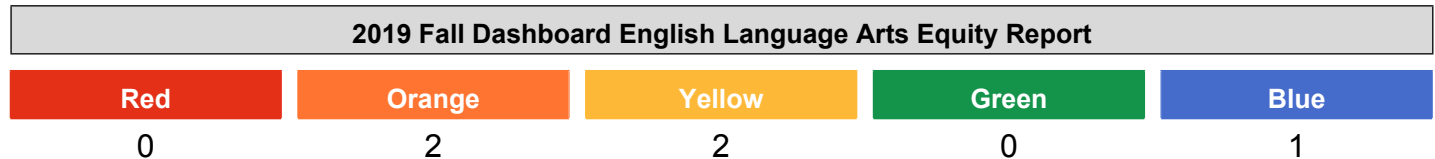
# School and Student Performance Data

## 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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 10.9 points below standard Increased ++11.2 points 402	 Orange 38.4 points below standard Maintained -1.8 points 133	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 25.1 points below standard Increased ++11.4 points 278	 Orange 80.3 points below standard Increased Significantly ++27 points 39

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 18.2 points below standard Increased ++10.1 points 337	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 27.1 points above standard Increased Significantly ++21.5 points 44

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

<b>Current English Learner</b> 67.2 points below standard Maintained ++2.5 points 77	<b>Reclassified English Learners</b> 1.1 points above standard Declined -14.1 points 56	<b>English Only</b> 1.3 points below standard Increased ++11.1 points 237
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#### Conclusions based on this data:

1. In analysis of our ELA scores, while we increased in performance for ALL students by over 11 points, including our students with disabilities and Socioeconomically disadvantaged populations, however we still have work to do with our English language learners as they maintained as opposed to increase..
2. As for our racial/ethnic groups, we increased in our performance for our biggest population, our Hispanics, as well as increased in our white subcategory.
3. Overall, our English Learners did not increase or decrease but rather maintained in their progress. Meanwhile, our reclassified students showed a decrease in their ELA performance. Our staff will further analyze our instructional approaches to increase this level of achievement for our EL's.

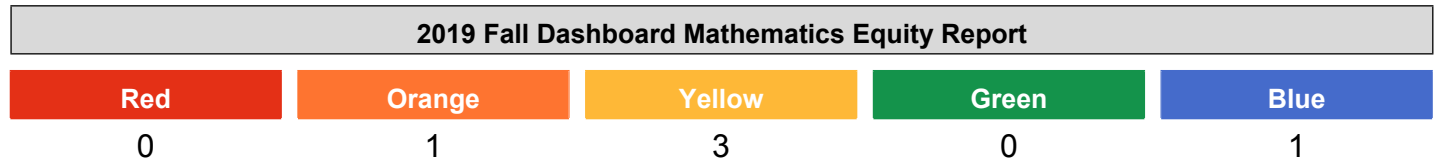
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 16.1 points below standard Increased ++5.6 points 402	<b>English Learners</b>  Orange 37.4 points below standard Declined -5.5 points 133	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Yellow 28.9 points below standard Increased ++3 points 278	<b>Students with Disabilities</b>  Yellow 69.9 points below standard Increased Significantly ++30.3 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 23.4 points below standard Maintained ++2.1 points 337	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  Blue 17.1 points above standard Increased Significantly ++35.7 points 44

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

<b>Current English Learner</b> 61.4 points below standard Declined -3.1 points 77	<b>Reclassified English Learners</b> 4.4 points below standard Declined -13.9 points 56	<b>English Only</b> 8.9 points below standard Increased ++7.2 points 237
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#### Conclusions based on this data:

1. In the area of Math, we increased with our overall achievement by about 5 points. Now, with our adopted Math curriculum in grades TK-6th, we expect to see an increase as each year progresses.
2. Just as we observed in ELA, our White opulation increased while our Hispanic subgroup maintained.
3. Similar to ELA as well, our English Learners, declined in thier achievement on the dashboard. This will be a continued area of analysis for our staff as we look at ways to meet their specific instructional needs.

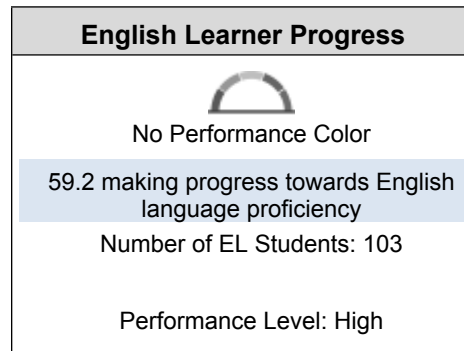


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.5	27.1	5.8	53.3

#### Conclusions based on this data:

1. In 2019, 59.2% of our students made progress towards their language proficiency.
2. Over 53% of our EL's progressed at least one level in 2019.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

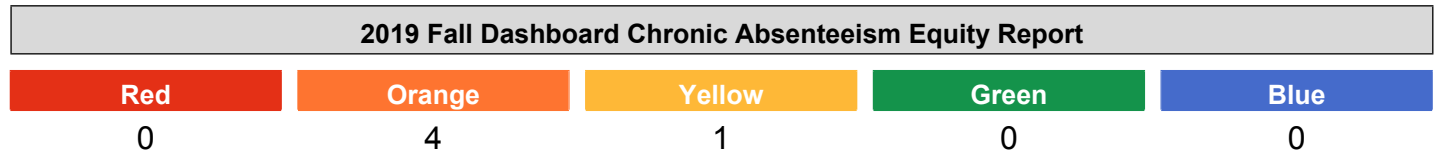
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Orange 8.7 Increased +2.6 712	<b>English Learners</b>  Orange 5.6 Increased +2.9 178	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Orange 9.6 Increased Significantly +3.1 491	<b>Students with Disabilities</b>  Yellow 9 Maintained -0.1 78

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color 5 20	<b>Filipino</b>  No Performance Color 0 11
<b>Hispanic</b>  Orange 7.7 Increased +2.3 582	<b>Two or More Races</b>  No Performance Color 45.5 Increased +27.3 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Orange 12.2 Increased +0.7 82

#### Conclusions based on this data:

1. Reviewing data from 2019, we saw an increase overall in chronic absenteeism.
2. Attendance continues to be an area of need throughout the school. New school and district attendance incentives have been introduced to increase the absenteeism rate. New challenges are posed in the 2020-21 school year to find ways to increase engagement as we continue with distance learning online.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

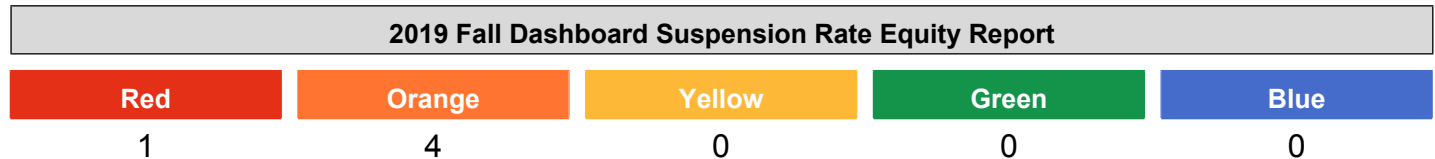
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










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		
<b>All Students</b>  Orange 2.3 Increased +1.8 724	<b>English Learners</b>  Orange 2.2 Increased Significantly +2.2 183	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Socioeconomically Disadvantaged</b>  Red 3.2 Increased Significantly +2.7 500	<b>Students with Disabilities</b>  Orange 3.8 Increased +3.8 79

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>	<b>Asian</b>  No Performance Color 5 20	<b>Filipino</b>  No Performance Color 0 11
<b>Hispanic</b>  Orange 2.4 Increased +1.9 593	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  Orange 2.4 Increased +2.4 83

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	2.3

#### Conclusions based on this data:

- Overall suspensions for Sierra Vista increased in the 2019 school year.
- Analysis of which students and the subgroups they belong to will be an area of focus for our Sierra Vista staff.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

This need was based on CAASPP data from the 2018/19 school year. We also analyzed 2019-20 iReady data as well as 19-20 and classroom based assessments. Due to school closures, we had to look at these multiple data points to assess our needs. Based on this, our school will continue to focus on reading foundations and how they support reading comprehension. Our goal is for students to read and comprehend texts and be able to refer to the texts explicitly to draw conclusions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	42.93% Met or Exceeded	47% Met or Exceeded

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 based on their needs.

## Strategy/Activity

IDENTIFY LEARN AND USE EFFECTIVE RESEARCH BASED TEACHING PRACTICES FOR ELA (first best instruction)

Tier I

Core Instructional Program



Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily on student learning goals or objectives for learning, language objectives, analysis

of student data, looking at student work, standards based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students accountable

to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking

Maps will be used to increase rigor and promote higher level thinking and reasoning.

- The instructional focus throughout all grade levels is on reading comprehension. Teachers will utilize close reading strategies in order for students to be able to cite text based evidence, including icons of depth and complexity.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that

justify their thinking.

- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive

Content Dictionaries.

- Use differentiated instructional strategies such as respectful tasks, Guided Reading, and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready students for writing across the curriculum, Common Core assessments and in preparation for the CAASPP.
- Utilize universal screener, IReady, to gauge students instructional levels and provide individualized instruction.
- Students' progress will be regularly monitored using multiple measures, iReady lessons, and/or other classroom based and/or curriculum based assessments.
- Utilize universal screener, iReady, to gauge students' instructional levels and provide individualized instruction.

School will:

- Provide Early/ Late Group (Kinder only) model to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work, analyze data, and plan and share best practices related to standards based instruction.
- Provide development/training, and support to all students and staff to develop the six exceptional systems within the No Excuses University school focus. This includes, but is not limited to, consulting with NEU network,

conferences/institutes/workshops, books and/or materials, supplies and incentives.

- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology and technology support that will be used to enhance learning experience such as: blogs, websites, virtual field trips, apps such as, Seesaw, Amplify, TCI, etc.
- Provide Buck-A-Book, which allows students to access low cost books throughout the school year.
- Participate in cycles of inquiry with the support of Innovate Ed. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year in ALL content areas such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc.
- .Teach keyboarding skills to ready students for writing across the curriculum, Common Core assessments and in preparation for the CAASPP.
- Provide parent education opportunities and support to access information about their child's education, as well as how to best support their child's learning.
- Administrator will conduct data conferences with each teacher to review and discuss the data for their class.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	Title I 1000-1999: Certificated Personnel Salaries Extra time after school for interventions/enrichment/support
1780	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
16466	Title I 2000-2999: Classified Personnel Salaries Instructional aide salaries that support small group/intervention instruction
834	Title I 1000-1999: Certificated Personnel Salaries

	Instructional Aide Support, Extra time after school to support interventions/enrichment
1485	Title I 3000-3999: Employee Benefits Classified benefits for regular and extra time
3913	Title I 4000-4999: Books And Supplies materials and supplies needed to implement classroom instruction
4009	Title I 4000-4999: Books And Supplies Technology purchases to enhance the teaching and learning of ELA standards

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Students that demonstrate need at the Tier 2 level.

### Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- Provide differentiated instruction in small group settings for those students who are at various instructional levels - whether at, above, or below grade level proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled

reading materials will provide scaffolded support for student,s as well as the use of differentiated language frames targeted to support academic language usage aligned to skills. Support personnel, such as educational

assistants and retired teachers, will be infused into classes where students are not meeting proficiency and will provide for small group instruction.

- Use supplementary materials, such as but not limited to, Leveled Literacy Intervention (LLI), A to Z, SIPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes.
- Through grade level collaboration, daily writing opportunities will be implemented through a variety of writing as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of reading and reading comprehension. Students are identified through grade level discussions and analysis of data. Our school's Multi-Tiered System of

Supports (MTSS) process will further explore supports and intervention with site team. Personnel will be available for parents that need translation.

- Identify students requiring more intense support and provide what students need (WIN time) by grade level or class. This may also include push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who

are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation, and assessment follow up.

- Provide opportunities for students to use technology to support their learning in small group settings with at least 45 minutes of individualized instruction in iReady in the area of literacy.
- Recommend students to participate in the After School Education and Safety (ASES) program that provides students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide front loading, scaffolding and in class accommodations to students based on their IEP or 504 needs.
- Identify students who are eligible for and provide summer academy or learning opportunities as provided by district/school.

School will:

- Purchase supplemental materials to be used throughout the day and/or for before/after school alternative supports.
- Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Facilitate before/after school programs in reading/writing/math/science as interventions and/or extensions.
- Provide teachers ongoing support and professional development in MTSS and how to further maximize the resources available to use in iReady to target student learning.
- Communicate with parents about the MTSS process and how Sierra Vista supports students at each tier.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2191	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software support agreements
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies

### Strategy/Activity 3

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

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

Students that demonstrate need at the Tier 3 level.

**Strategy/Activity**

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one to one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction/support for identified students.
- Closely monitor students through the MTSS process.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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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**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.

Sierra Vista's work in progress monitoring, refining and deepening our understanding of MTSS and providing interventions prior to school closures in March, allowed us to lead from the middle. We were able to better identify areas to improve and address our students needs. Teachers were given the time to analyze data in data dives and dips throughout the school year to better plan cycles of inquiry that were focused on instructional needs. This is an area we aim to continue as we reflect on the data for the current school year.

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

We were unable to complete the years MTSS implementation actions and expenses due to state mandated closures in March.

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.

Major changes to this section are to align our budget and also professional development will be different this year due to distance learning. All opportunities will be offered through online or in small groups. Small group or after school interventions will be limited and adhere to guidelines that are in place for COVID safety.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Sierra Vista students will focus on building conceptual understanding and number sense. As students matriculate up the grades, these two areas of need will serve as the foundation for future complex standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	43.69% Met or Exceeded	48%

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

Identify, Learn, & Use Effective Research Based teaching practices for Math

Tier I

Core Instructional Program

Staff and school will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis with fidelity. Teachers will collaborate daily on student learning goals or objectives for learning, language

objectives, analysis of student data, look at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS

on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level

standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and

design standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

- Monitor students' progress in math concepts through classroom and curriculum based assessments.
- Supplement when needed with research based strategies such as Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and being able to represent mathematical

problems in multiple ways.

- Provide content objectives or learning goals will promote rigorous standards, and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and

understanding of the problems given to them using our best practices of pair share, heads together, language frames, and other strategies to facilitate academic discourse.

- Provide objectives will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language

frames and accountable talk will be targeted as a means to support English Learners in having various language opportunities in math content areas.

- Use technology within the classroom to support instruction at each grade level and purchase needed software to support such as iReady (lessons and diagnostic) This includes math fluency games and other game related software.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development.
- Purchase supplemental materials and supplies needed.
- Administrator and classroom teacher will hold data conferences to analyze and plan next steps for student instruction.



- Provide students with access to manipulatives- whether online or in person, to assist with building the conceptual knowledge needed.
- Provide support, accommodations and scaffolds according to a student's IEP or 504 plan.
- Identify and provide summer interventions/learning opportunities to eligible students as offered by the district/school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	Title I 1000-1999: Certificated Personnel Salaries Extra assignments for after school interventions/enrichment
1780	Title I 5000-5999: Services And Other Operating Expenditures Software support agreements
16465	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
1486	Title I 2000-2999: Classified Personnel Salaries Classified benefits for regular and extra time
3913	Title I 4000-4999: Books And Supplies materials and supplies needed to implement classroom instruction
4009	Title I 4000-4999: Books And Supplies Technology purchases to enhance the teaching and learning of Math standards

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Students that demonstrate need at the Tier 2 level.

#### Strategy/Activity

Tier II

Small Group Intervention

Staff/school will:

- Provide small group instruction as needed based on formative assessments.

- Identify students requiring more intense support and provide supports such as push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify

the intervention skill, strategy, time for remediation, and assessment follow up.

- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/retired teacher/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide before/after school interventions/extensions for students to increase in the areas of math.
- Spiral review of concepts will be delivered to determine student need.
- Provide support to students identified through the MTSS process.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
833	Title I 2000-2999: Classified Personnel Salaries Extra time for classified personnel to assist with after school interventions/enrichment
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
2192	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures software support agreements

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students that demonstrate need at the Tier 3 level.

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

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

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

Having completed our first year of a new math adoption, many of our teachers were able to observe an increase in conceptual awareness. We were unable to complete the full year of in person instruction to address all components of our new math curriculum, but supplemental strategies/activities were given for online instruction so that all standards could still be addressed.

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

We were unable to complete the year's instructional plan and expenses due to the state mandated closures in March.

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

The major change to this section is to best align our budget and professional development opportunities, since many will be offered virtually this year. Small group and after school interventions will be limited due to restrictions for in person instruction, but what is permitted will follow COVID safety protocols.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Specifically, our area of greatest need is to ensure that students are receiving access to the core curriculum with the necessary supports and interventions given their language proficiency levels, especially this year in 2020-21 with distance learning, which creates new challenges for oral language practice.

By ensuring this, we can prevent students from being at risk of becoming long term English learners (LTELS).

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

ELPAC

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 English Learners

Strategy/Activity

Tier I

Core Instructional Program

Staff /school will:

- Provide at daily instructoin of designated ELD instruction utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions of the ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Attend trainings/conferences to acquire strategies to support English Learners.
- Analyze EL cumulative data (ELPAC) as well as classroom and curriculum based assessments.
- Find creative ways within our school/community to provide opportunities for English learners to converse and practice their speaking skills outside of the classroom (buddy programs, social groups, 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)
1250	Title I 1000-1999: Certificated Personnel Salaries Extra assignments/professional development after school
1780	Title I 5000-5999: Services And Other Operating Expenditures software support agreements
16465	Title I 2000-2999: Classified Personnel Salaries Instructional aide salaries
1486	Title I 2000-2999: Classified Personnel Salaries Classified benefits for regular and extra time
4008	Title I 4000-4999: Books And Supplies Technology purchases to enhance the teaching and learning of ELD standards
3913	Title I 4000-4999: Books And Supplies materials and supplies needed to implement classroom instruction

1296

LCFF - Supplemental and Concentration  
5000-5999: Services And Other Operating  
Expenditures  
Software support agreements

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Level 1 and/or Level 2 students as measured by ELPAC or at risk LTELs

### Strategy/Activity

Tier II

Small Group Intervention

Staff/school will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

833

Title I  
2000-2999: Classified Personnel Salaries  
Extra time for classified personnel to assist with  
afterschool intervention/enrichment

3000

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials and supplies

2191

LCFF - Supplemental and Concentration  
5000-5999: Services And Other Operating  
Expenditures  
software support agreements

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Long Term English Learners (LTELs) and/or LTELs also on an IEP

## Strategy/Activity

### Tier III

#### Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

## Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

In our 2nd year of adoption to Wonders, with its ELD components, students are receiving a more consistent program at each level, which will better prepare them for ELPAC testing. However, due to school closures and moving to a distance learning format, it was difficult to find online materials and engaging curriculum to conduct online. ELD also is more effective when we have the ability to pull small groups, which was difficult to do online.

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

Due to school closures in March, we were unable to complete our instructional plan for our EL's. We were also unable to use all planned expenditures due to school closures.

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

The changes to this section will be to align our budget and our professional development to account for more virtual or small group instructional/intervention plans. Any small group or in person plans will be done in accordance to COVID safety protocols.



# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4

Parent/Community Partnerships

District is supported and respected by the community

## Goal 4

By June 2021, we will track the number of parents that virtually attend our school wide parent education events, parent conferences and other parent meetings (SSC, BTSN, Conferences, etc.) as measured by digital sign in sheets, zoom attendance, or teacher tracking systems so that we have at least 80% of our parents attend the required events.

By June 2021 we will also host at least one family engagement/education opportunity a month in order to support parents in being our partners in education. These events can also be held in collaboration with Sierra Vista Parent Teacher Association (PTA).

## Identified Need

Continue to support parents in ways to support their student: academically, behaviorally, and socially emotionally.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data via zooms Event calendar Virtual/digital sign in sheets Teacher tracking sheets School/District surveys	80% from previous years in person	80% virtually for the 2020-21 school year

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/parents

Strategy/Activity

- Parents will be provided information regarding Common Core State Standards taught at their child's grade level at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.
- Aeries Communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents will be invited to attend awards assemblies where students are recognized for outstanding student achievement.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Blue Home/School Communication folders will be provided to all students.
- Agendas will be provided to all 3rd -6th grade students to facilitate home school communication and student organizational skills.
- Signage will be posted and current in the office for parents and visitors to be kept up on current events.
- Additional resources and materials may be purchased as needed to support parent education.
- Parents will be invited to learning opportunities that specifically relate to our school focus of No Excuses University. Events such as, but not limited to, Parent Orientations, Academy Classes and more. Incentives for parents to attend

these opportunities will be purchased as well.

- Engage families in supporting the social/emotional needs of their students. Provide information to parents of community or district events in this area.
- Provide home/school compact to solidify the relationships between home and school. Send these compacts home in 1st trimester report cards.

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

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

Amount(s)	Source(s)
1250	Title I 1000-1999: Certificated Personnel Salaries Extra Assignment Parent Presentations
2592	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software support agreements
2500	Title I 2000-2999: Classified Personnel Salaries Extra time for classified personnel to assist with parent nights, translating, etc.
1486	Title I 2000-2999: Classified Personnel Salaries Classified benefits for regular and extra time
3913	Title I 4000-4999: Books And Supplies materials and supplies needed to implement classroom instruction
638	Title I 4000-4999: Books And Supplies Materials needed for parent education
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials, supplies, incentives needed for parent education
1296	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software support agreements

## 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.

Each year, we see an increase in parent involvement. However, last year, due to school closures in March, we were unable to collect data for the rest of the school year.

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

Again, due to the mandated school closures, we were unable to complete our intended plan and expenditures.

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

Due to this school year being closed for in person visitors, our goal will have to be adjusted for virtual meetings instead.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on our family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both in person instruction, as well in virtual.

## Identified Need

At this time, no significant area of need was reported more than any other area. Parents would like to continue the use of various school communication means, have a safe and secure campus, and continue with opportunities for parent education.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Surveys	184 responded last year- majority 85-91% agreement	Increase by minimum 5% in positive responses

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)

#### Strategy/Activity

- Virtual assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Virtual school wide announcements and recognitions will be held to positively recognize students that are on track with their behaviors both in person and online.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture through opportunities within the class/school and online.

- Various opportunities for student social engagement, as well as promoting positive school culture will be provided through structures such as lunch clubs and other focus groups held via Zoom.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Virtual assemblies and information on how to practice emergency drills will be conducted in order to prepare all staff and students for various emergencies for when on campus or during a Zoom.
- PBIS team will analyze student discipline trends, utilizing programs such as SWIS for running analytics reports for when students were on campus.
- Teacher development in how to meet the social/emotional needs of our students in order to access their learning specifically through our SEL monthly lessons and support from our district support team will be provided.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate that are also in alignment to our university school focus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2192	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software support agreements such as SWIS,
3913	Title I 4000-4999: Books And Supplies materials to increase school/classroom environment

## 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.

Our PBIS team, now consisting of representatives from TK-6th serves as a well rounded group of teachers who analyze data and provide feedback to/from their grade levels in order to create better systems for behavior within and throughout the school .

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

None at this time.

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.

None at this time

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,858.00

## 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	\$102,908.00

Subtotal of additional federal funds included for this school: \$102,908.00

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 - Supplemental and Concentration	\$25,950.00

Subtotal of state or local funds included for this school: \$25,950.00

Total of federal, state, and/or local funds for this school: \$128,858.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

25,950.00

Title I

102,908.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

5,834.00

2000-2999: Classified Personnel Salaries

58,020.00

3000-3999: Employee Benefits

1,485.00

4000-4999: Books And Supplies

44,229.00

5000-5999: Services And Other Operating Expenditures

19,290.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

12,000.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

13,950.00

1000-1999: Certificated Personnel Salaries

Title I

5,834.00

2000-2999: Classified Personnel Salaries

Title I

58,020.00

3000-3999: Employee Benefits

Title I

1,485.00

4000-4999: Books And Supplies

Title I

32,229.00

5000-5999: Services And Other  
Operating Expenditures

Title I

5,340.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,928.00
Goal 2	34,928.00
Goal 3	36,222.00
Goal 4	16,675.00
Goal 5	6,105.00

# School Site Council Membership

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

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

Name of Members	Role
1. Anna Dorado	Principal
2. Mary Gray	Other School Staff
3. Arturo Diaz	Parent or Community Member
4. Laura Araiza	Parent or Community Member
5. Danielle Thomas	Parent or Community Member
6. Casey Morlet	Parent or Community Member
7. Ricardo Ortiz	Parent or Community Member
8. Rosa Maria Verdugo	Classroom Teacher
9. Alison Bento	Classroom Teacher
IO. Traci Castano	Classroom Teacher
	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
	Other: District English Language Advisory Council Representative

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 January 2021.

Attested:

Principal, Anna Dorado on Jan. 13, 2021
SSC Chairperson, Danielle Thomas on Jan. 13, 2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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





# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Elementary School	30665636029029	December 12, 2020	February 11, 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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).  
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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

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

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

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

Walnut Elementary School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies, and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Input from Staff and Students

The following summaries are based upon staff and student surveys:

\*Language Arts and Mathematics continues to be the areas in need of focus. A focus on instructional practices and curriculum for the 2017-2018 school year will be to focus on academic vocabulary to increase comprehension in reading and to continue focuses on academic vocabulary in math. English Language Learners, especially our long term learners will be a targeted group of students we will be monitoring.

### English Language Arts:

In order to continue or progress of moving students towards proficiency in the area of ELA, we will:

\*Focus on targeted academic vocabulary daily to increase reading comprehension.

\*Writing in all three Common Core text types, across all content areas, using a variety of graphic organizers.

\*Utilization of text dependent questions to ensure students can answers out of non-fiction and fiction text and cite evidence from the text.

\*Use of non-fiction text like the weekly Scholastic News, or content text books for additional practice in apply reading strategies

\*Teachers will differentiate instruction within their homeroom through small groups with a focus on developing standards based on "respectful tasks" for those students working independently.

\*Teachers will implement newly learned Reading Comprehension strategies on a daily basis across curricular areas with students and be provided: coaching/feedback as needed, time to observe colleagues, time for focused discussion and reflection during cross grade level Professional Learning Community meetings.

\*GLAD strategies will be used to develop vocabulary and strengthen students' comprehension in language arts, science and social studies. Teachers will be expected to use the following GLAD strategies: Sentence Patterning Chart, Story Maps, and Cognitive Content Dictionary Charts.

\*The Wonders ELD program will be implemented school wide for English Learners for 30 minutes on a daily basis.

\*Use of the Leveled Literacy Intervention (LLI) and System 44 program for those students well below grade level and in need of remediation as needed.

### Mathematics :

In order to continue our progress of moving students towards proficiency in the area of math, we will:

\*Use of TOSA to maintain focus of learning through Professional Learning Cycle.

\*Focus on targeted academic vocabulary to increase conceptual understanding.

\*Focus of understanding Common Core State Standard - Number Sense.

\*Commit to spending more time using CGI and ECM techniques in the classrooms.

\*Devote additional instructional time to math lessons as needed.

\*Differentiate math instruction within the classroom for those students needing additional support.

\*Include 15 minutes of intervention instruction daily for all students.

\*Teach to a clear objective.

\*Develop standards-based "respectful tasks" to provide differentiated instruction for all students.

\*Teach key math vocabulary so students understand math concepts.

### English Learners:

The English Learner population at Walnut continues to increase every year. Walnut staff feels that it is very important to continue to provide the scaffolding and support the students' needs in order to be successful. The following strategies and activities will be used to provide differentiated instruction to effectively instruct our English Learners:

- \*On a daily basis, students will be leveled based on their English proficiency level for 30 minutes of ELD instruction using the Wonders ELD Curriculum.

- \*Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentences. They will provide prompting and scaffolding support by utilizing differentiated sentence frames and leveled correct questioning strategies for their students.

- \*Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students.

- \*Collaborative Conversations will be used to teach the use of academic language in discussions.

- \*Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

### Identified Needs for Professional Development:

- \*Reading Comprehension strategies - targeting academic vocabulary.

- \*writing all text types throughout all content areas.

- \*Help with PBL.

- \*Continued use of GLAD strategies.

- \*Continue to look at students' work by grade level and vertical groups to ensure grade level rigor.

- \*Understanding the language of the test through careful analysis of test released questions.

- \*Cross grade level articulation for the purpose of communicating expectations for student learning.

- \*Coaching assistance for grade levels and individual staff in GLAD, ECM & CGI strategies.

- \*GLAD, ECM & CGI demonstration lessons for staff.

- \*Rtl for specific, data driven, targeted intervention for students to meet areas of need.

### Home/School Communication:

- \* Weekly School Calendar sent home

- \* Twitter/Facebook-

- \* Digital communication to parents per teacher (Seesaw and Class DOJO)

- \* Weekly Aeries communication to inform families of events in the school.

## Classroom Observations

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

Various classroom observations are conducted throughout the year:

- \* Administrator's classroom visits regularly via zoom or in the classroom when possible.

- \* School Leadership Team will meet 2x per year to review school goal after PLC conversations and data chats.

- \* Follow up on the various classroom observations are completed through PLC conversations.

Teachers reflect on the observations and use these conversations to guide future instruction.

## 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)

At the beginning of the school year, school site staff analyze CAASP (California Assessment of Student Performance and Progress) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Walnut Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASP data is utilized to set measurable and attainable goals for individual student improvement and school goals. IReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Walnut Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and technology.

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

Walnut staff works with a District Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. TOSA's also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, District wide teams meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.



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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology supports for academic learning

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

\*LCFF

\*District funding

## School Profile

Walnut STEAM Academy is located in the city of La Habra and serves students in grades TK through sixth grade. Our school's enrollment is currently at 580. Our school is composed of

- 91.5 % Hispanic
- 85 % receives free/reduced lunch
- 40 % of students are LEP (Limited English Proficiency)
- 21 % of the students are in a Special Ed Program

Welcome to Walnut STEAM Academy. STEAM integrates the study of Science, Technology, Engineering, Arts, and Mathematics in their curriculum daily. Our students are coached to think like engineers, mathematicians, artists, innovators, and technologists. Students have completed challenges like the STEAM Fairy Tale Challenge in which they proudly displayed their engineered devices.

School wide, we teach and encourage excellent behavior utilizing Positive Behavior Intervention and Support (PBIS) for all of our students. We also emphasize the development of character attributes, including: respect, responsibility, trustworthiness, caring, fairness and citizenship.

With the new STEAM focus, teachers also receive up-to-date training on technology and Next Generation Science Standards (NGSS) integration. Teachers meet weekly in their grade level teams to monitor the school's goals. Teachers use planning time during the day and afterschool on early release days to collaborate on target areas of growth. In their Professional Learning Community (PLC) teams, teachers continuously ask themselves four key questions when discussing student achievement to ensure student success.

What do we expect students to learn?

How will we know when they have learned it?

How will we respond when they don't learn?

How will we respond when they already know it?

The parents and the community are a key component to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child's education. Our PTA assists in building the community closer by sponsoring successful Family Nights. The PTA team has grown and cultivated a group of hard-working and creative parents to help make Walnut STEAM academy more successful.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

All stakeholders were involved in the process of modifying and creating the 2020-2021 school plan. Various meetings with parents and the community were held to gather ideas and input such as ELAC, SSC, and Coffee with the Principal. In addition, staff meetings and data analysis were created with staff to garner the needs of the student population.

# Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.33%	0.34%	1	2	2
African American	0.57%	0.67%	0.86%	3	4	5
Asian	1.15%	1.67%	1.38%	6	10	8
Filipino	0.38%	0.5%	0.34%	2	3	2
Hispanic/Latino	94.66%	90.97%	91.21%	496	544	529
Pacific Islander	%	%	0%			0
White	2.86%	5.52%	4.48%	15	33	26
Multiple/No Response	%	0.17%	0.52%		1	5
Total Enrollment				524	598	580

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		92	102
Grade 1		69	69
Grade 2		51	67
Grade3	128	64	59
Grade 4	212	85	65
Grade 5	184	142	86
Grade 6		95	132
Total Enrollment	524	598	580

### Conclusions based on this data:

1. Due to the reconfiguration, the number of students enrolled for the 2018-2019 school year increased from 524 to 598.

# 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	206	240	246	39.3%	40.1%	42.4%
Fluent English Proficient (FEP)	113	110	95	21.6%	18.4%	16.4%
Reclassified Fluent English Proficient (RFEP)	26	14	25	10.7%	6.8%	10.4%

### Conclusions based on this data:

1. The number of students who are considered English Learners have increased enrollment to 240 students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	220	126	67	217	122	65	217	122	65	98.6	96.8	97
Grade 4	189	223	83	186	218	83	186	218	83	98.4	97.8	100
Grade 5	186	189	146	184	186	140	184	186	140	98.9	98.4	95.9
Grade 6			94			91			91			96.8
All	595	538	390	587	526	379	587	526	379	98.7	97.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2382.	2381.	9.22	9.02	12.31	19.82	21.31	10.77	23.96	25.41	30.77	47.00	44.26	46.15
Grade 4	2417.	2416.	2412.	10.75	7.80	12.05	17.74	18.81	20.48	22.58	24.31	10.84	48.92	49.08	56.63
Grade 5	2448.	2451.	2446.	7.61	10.22	7.86	21.20	16.67	22.86	22.28	27.96	19.29	48.91	45.16	50.00
Grade 6			2484.			8.79			27.47			25.27			38.46
All Grades	N/A	N/A	N/A	9.20	8.94	9.76	19.59	18.63	21.37	23.00	25.86	20.84	48.21	46.58	48.02

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	11.11	8.20	10.77	32.87	48.36	49.23	56.02	43.44	40.00
Grade 4	10.75	7.80	12.05	40.86	44.04	45.78	48.39	48.17	42.17
Grade 5	8.70	11.83	10.71	36.41	38.71	40.00	54.89	49.46	49.29
Grade 6			12.09			41.76			46.15
All Grades	10.24	9.32	11.35	36.52	43.16	43.27	53.24	47.53	45.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	11.48	4.62	45.37	35.25	50.77	43.52	53.28	44.62
Grade 4	12.37	10.70	4.82	37.10	44.65	46.99	50.54	44.65	48.19
Grade 5	17.39	15.59	13.57	43.48	47.31	45.00	39.13	37.10	41.43
Grade 6			10.99			49.45			39.56
All Grades	13.48	12.62	9.50	42.15	43.40	47.49	44.37	43.98	43.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.45	10.66	10.77	64.06	59.84	64.62	29.49	29.51	24.62
Grade 4	7.53	4.59	10.84	59.68	61.93	53.01	32.80	33.49	36.14
Grade 5	5.98	7.53	5.71	54.35	57.53	54.29	39.67	34.95	40.00
Grade 6			8.79			61.54			29.67
All Grades	6.64	7.03	8.44	59.63	59.89	57.52	33.73	33.08	34.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.35	14.75	9.23	51.85	45.08	47.69	33.80	40.16	43.08
Grade 4	14.52	12.84	13.25	48.92	47.71	43.37	36.56	39.45	43.37
Grade 5	15.76	14.52	14.29	45.65	40.32	40.00	38.59	45.16	45.71
Grade 6			18.68			48.35			32.97
All Grades	14.85	13.88	14.25	48.98	44.49	44.06	36.18	41.63	41.69

**Conclusions based on this data:**

1. 30.6% of all Walnut students met or exceeded the ELA standards overall. This is a slight growth, but not significant.
2. Listening is a relative strengths for all students in ELA. Reading and Writing are significantly lower.
3. All students have room to grow from where they are in their English Language Arts achievement at this time.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	220	126	67	217	123	67	217	123	67	98.6	97.6	100
Grade 4	188	222	83	186	221	83	186	221	83	98.9	99.5	100
Grade 5	185	187	146	179	185	142	179	185	142	96.8	98.9	97.3
Grade 6			94			91			91			96.8
All	593	535	390	582	529	383	582	529	383	98.1	98.9	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2401.	2396.	2395.	8.29	8.94	17.91	26.73	28.46	14.93	27.65	17.07	22.39	37.33	45.53	44.78
Grade 4	2443.	2431.	2429.	6.99	5.43	10.84	22.04	19.46	20.48	36.02	33.94	25.30	34.95	41.18	43.37
Grade 5	2459.	2467.	2453.	8.94	9.19	4.93	12.85	11.89	16.90	29.05	35.14	28.17	49.16	43.78	50.00
Grade 6			2479.			12.09			14.29			27.47			46.15
All Grades	N/A	N/A	N/A	8.08	7.56	10.18	20.96	18.90	16.71	30.76	30.43	26.37	40.21	43.10	46.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.51	22.76	22.39	40.09	27.64	23.88	42.40	49.59	53.73
Grade 4	16.67	12.67	20.48	30.65	30.32	24.10	52.69	57.01	55.42
Grade 5	12.29	14.59	10.56	29.05	35.14	34.51	58.66	50.27	54.93
Grade 6			16.48			29.67			53.85
All Grades	15.64	15.69	16.19	33.68	31.38	29.24	50.69	52.93	54.57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.52	14.63	13.43	48.39	39.02	35.82	40.09	46.34	50.75
Grade 4	11.29	7.69	13.25	43.01	41.63	38.55	45.70	50.68	48.19
Grade 5	7.82	7.57	7.75	42.46	38.38	32.39	49.72	54.05	59.86
Grade 6			12.09			39.56			48.35
All Grades	10.31	9.26	10.97	44.85	39.89	36.03	44.85	50.85	53.00



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.75	17.89	19.40	49.77	43.90	47.76	35.48	38.21	32.84
Grade 4	13.98	9.50	13.25	45.16	43.89	37.35	40.86	46.61	49.40
Grade 5	9.50	8.11	7.04	37.43	43.78	42.96	53.07	48.11	50.00
Grade 6			12.09			41.76			46.15
All Grades	12.89	10.96	11.75	44.50	43.86	42.30	42.61	45.18	45.95

**Conclusions based on this data:**

1. 26.89% of all students met or exceeded standards expectations in math. This is slight dip from the year before.
2. Communicating Reasoning continues to be a relative strength for all students in math.
3. All students have room to grow from where they are in their Mathematics achievement at this time. Problem Solving & Modeling/Data Analysis is an area of focus.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1419.3		1434.0		1384.9		42
Grade 1		1450.7		1465.6		1435.3		31
Grade 2		1478.0		1494.3		1461.0		24
Grade 3	1487.4	1485.8	1485.6	1482.3	1488.5	1488.9	47	24
Grade 4	1505.0	1521.8	1496.6	1524.5	1513.0	1518.5	82	30
Grade 5	1534.9	1534.7	1530.8	1529.5	1538.4	1539.5	64	55
Grade 6		1555.0		1562.5		1547.2		22
All Grades							193	228

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		21.43		26.19		35.71		16.67		42
1		12.90		41.94		29.03		16.13		31
2		8.33		54.17		20.83		16.67		24
3	*	12.50	42.55	58.33	29.79	16.67	*	12.50	47	24
4	19.51	23.33	56.10	40.00	15.85	26.67	*	10.00	82	30
5	48.44	45.45	37.50	25.45	*	18.18	*	10.91	64	55
6		45.45		36.36		4.55		13.64		22
All Grades	25.91	26.32	46.63	37.28	16.58	22.81	10.88	13.60	193	228

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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
<b>K</b>		23.81		35.71		26.19		14.29		42
<b>1</b>		19.35		45.16		22.58		12.90		31
<b>2</b>		45.83		37.50		8.33		8.33		24
<b>3</b>	25.53	33.33	48.94	45.83	*	8.33	*	12.50	47	24
<b>4</b>	43.90	46.67	39.02	43.33	*	6.67	*	3.33	82	30
<b>5</b>	64.06	56.36	28.13	21.82		12.73	*	9.09	64	55
<b>6</b>		63.64		22.73		0.00		13.64		22
<b>All Grades</b>	46.11	41.23	37.82	34.65	7.77	13.60	8.29	10.53	193	228

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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	
<b>K</b>		16.67		69.05		14.29			42
<b>1</b>		35.48		51.61		12.90			31
<b>2</b>		25.00		62.50		12.50			24
<b>3</b>	*	12.50	65.96	70.83	*	16.67	47		24
<b>4</b>	20.73	26.67	68.29	70.00	*	3.33	82		30
<b>5</b>	50.00	21.82	42.19	63.64	*	14.55	64		55
<b>6</b>		27.27		59.09		13.64			22
<b>All Grades</b>	29.53	23.25	59.07	64.04	11.40	12.72	193		228

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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	
<b>K</b>		26.19		59.52		14.29			42
<b>1</b>		19.35		67.74		12.90			31
<b>2</b>		54.17		37.50		8.33			24
<b>3</b>	53.19	62.50	36.17	29.17	*	8.33	47		24
<b>4</b>	69.51	66.67	24.39	30.00	*	3.33	82		30
<b>5</b>	78.13	70.91	17.19	18.18	*	10.91	64		55
<b>6</b>		81.82		4.55		13.64			22
<b>All Grades</b>	68.39	53.51	24.87	35.96	6.74	10.53	193		228

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		4.76		73.81		21.43		42
1		35.48		35.48		29.03		31
2		0.00		70.83		29.17		24
3	*	0.00	40.43	75.00	57.45	25.00	47	24
4	*	6.67	59.76	66.67	29.27	26.67	82	30
5	32.81	21.82	53.13	60.00	*	18.18	64	55
6		13.64		54.55		31.82		22
All Grades	16.06	13.16	52.85	62.28	31.09	24.56	193	228

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		30.95		33.33		35.71		42
1		3.23		64.52		32.26		31
2		12.50		54.17		33.33		24
3	*	12.50	61.70	79.17	27.66	8.33	47	24
4	34.15	26.67	58.54	60.00	*	13.33	82	30
5	67.19	18.18	28.13	70.91	*	10.91	64	55
6		45.45		40.91		13.64		22
All Grades	39.38	21.05	49.22	57.89	11.40	21.05	193	228

**Conclusions based on this data:**

1. Our students' strength was in the Speaking Domain.
2. Our students' weakness was seen in the Reading Domain.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
598	83.8	40.1	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	40.1
Foster Youth	5	0.8
Homeless	1	0.2
Socioeconomically Disadvantaged	501	83.8
Students with Disabilities	121	20.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	2	0.3
Asian	10	1.7
Filipino	3	0.5
Hispanic	544	91.0
Two or More Races	1	0.2
White	33	5.5

### Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged Students have been historically high at or around 84%.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

**Conclusions based on this data:**

1. More attention and resources need to be placed on students who are chronically absent.

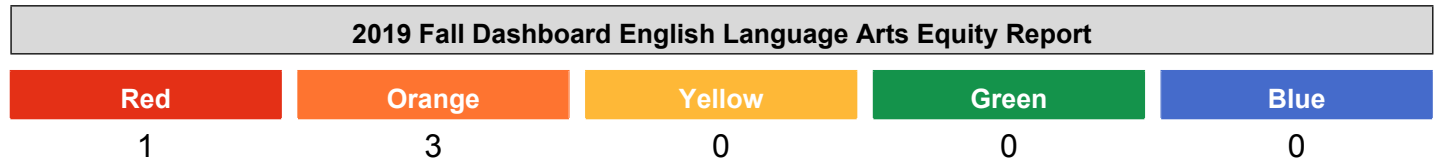
# School and Student Performance Data

## 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					
All Students	English Learners		Foster Youth		
 Orange 50.3 points below standard Maintained ++2 points 367	 Red 70.2 points below standard Declined -5.9 points 200		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 57 points below standard Maintained ++2.3 points 312		 Orange 111 points below standard Increased ++12.2 points 84		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 52.1 points below standard Maintained ++0.8 points 342	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 24.2 points below standard Increased Significantly ++33.1 points 13

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

<b>Current English Learner</b> 94.8 points below standard Increased ++4.3 points 132	<b>Reclassified English Learners</b> 22.5 points below standard Declined Significantly -28.1 points 68	<b>English Only</b> 42.5 points below standard Maintained ++1.8 points 132
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#### Conclusions based on this data:

1. There has been a decline in the English Learner performance in Language Arts.
2. Overall, our students' ELA test scores have been stagnant.



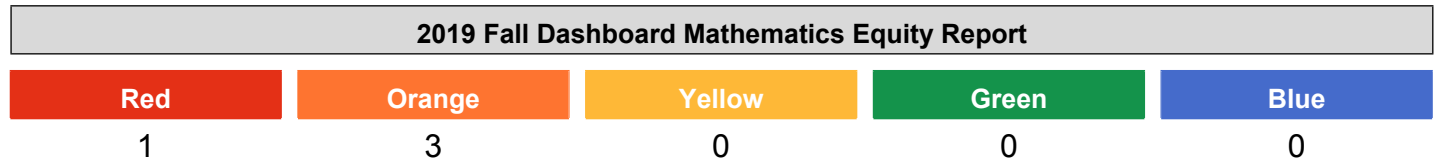
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 59.5 points below standard Declined -8.5 points 366	<b>English Learners</b>  Orange 76.9 points below standard Declined Significantly -16 points 200	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Orange 64.2 points below standard Declined -5.9 points 311	<b>Students with Disabilities</b>  Red 129.1 points below standard Declined Significantly -24.1 points 84

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 61.3 points below standard Declined -9.5 points 341	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 42.2 points below standard Maintained -0.5 points 13

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

<b>Current English Learner</b> 92.9 points below standard Declined -3.9 points 132	<b>Reclassified English Learners</b> 46 points below standard Declined Significantly -41.1 points 68	<b>English Only</b> 54 points below standard Declined -11 points 131
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#### Conclusions based on this data:

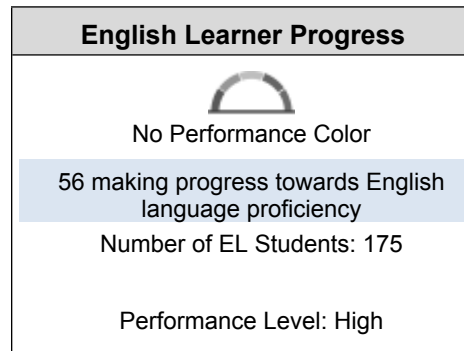
- Overall, the students' Math test scores have decreased significantly.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	29.7	9.7	46.2

#### Conclusions based on this data:

1. The total of students who were Well Developed and Moderately Developed are 72.5.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

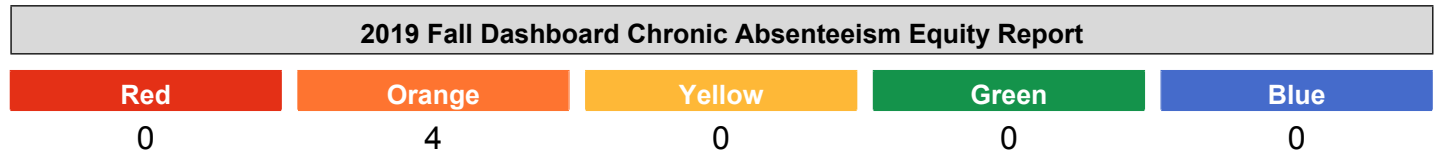
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Orange 8.5 Increased +1.3 635	<b>English Learners</b>  Orange 5.8 Increased +1.3 257	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Orange 8.3 Increased +0.9 532	<b>Students with Disabilities</b>  Orange 11.1 Increased +1.9 144

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 9.1 11	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 8.7 Increased +1.6 578	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color 8.6 Increased +2.7 35

### Conclusions based on this data:

1. The number of students who are chronically absent increased 2%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

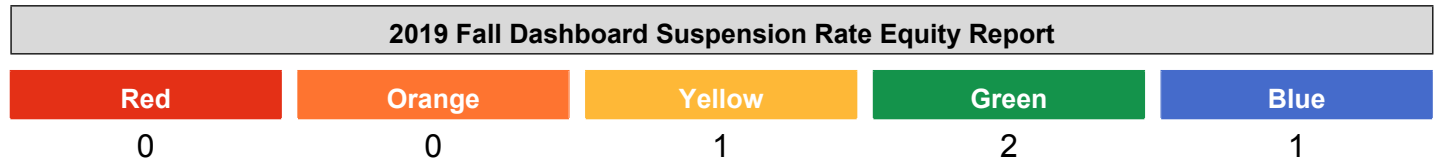
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



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		
<b>All Students</b>  Yellow 1.1 Maintained 0 648	<b>English Learners</b>  Blue 0.4 Declined Significantly -1 259	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 10
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Socioeconomically Disadvantaged</b>  Yellow 1.1 Maintained -0.2 539	<b>Students with Disabilities</b>  Green 2.8 Declined -0.7 144



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color 0 11	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 4
<b>Hispanic</b>  Green 1 Maintained -0.1 584	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 3	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 2.7 Increased +2.7 37

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.1

#### Conclusions based on this data:

- The increase in the number of suspension is very low at 1.1% of students overall.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Lowest in Listening and Research and Inquiry

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	30.6% met or exceeded the standards	33.6% met or exceeded the standards

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)

Tier 1- All students

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily regarding student learning goals or objectives for learning, language objectives, analysis of student data,

looking at student work, standards-based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment with CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher-level thinking and reasoning. Walnut students will use multiple sources to gain knowledge, construct responses, and show their understanding of information in both oral and written form.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher-level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading, and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments, and in preparation for the CAASPP.
- Use iReady diagnostic results to assess where students are in meeting grade-level standards.
- Provide time for students to complete iReady lessons
- Use online platforms such as Seesaw and Zoom to assess student progress and inform their instruction

School will:

- Provide Early/ Late Group (Kinder only) model is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards-based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance the learning experience such as blogs, websites, virtual field trips, etc.
- Provide Bargain Book Blast which allows students to access low-cost books throughout the school year.
- Participate in cycles of inquiry with the support of Innovate Ed. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Computer Using Educators (CUE) conference, STEAM Conference, Technology Bootcamp, curriculum development, etc.

\* Provide learning opportunities via zoom

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19514	Title I 2000-2999: Classified Personnel Salaries Information Services Tech
11815	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
2000	Title I 1000-1999: Certificated Personnel Salaries release time for teachers
4000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries release time for teachers
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries teacher subs

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Tier 2- Small Group Instruction

#### Strategy/Activity

Tier II

Small Group Intervention

#### Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, SIPPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing

will be implemented through a variety of writing as identified in the Common Core Standards.

- Provide targeted intervention strategies for identified students in the area of academic language. Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will:

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Provide small group instruction via Zoom during Distance Learning.
- Provide small group instruction/intervention on campus during Hybrid Learning.

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

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

Amount(s)	Source(s)
24838	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
11776	Title I 3000-3999: Employee Benefits Classified Benefits
4934	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Classified Benefits

### **Strategy/Activity 3**

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

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

Tier 3- Intensive Intervention Students

## Strategy/Activity

### Tier III

#### Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
  - Utilize support staff to provide specialized instruction for identified students.
  - Closely monitor students through the MTSS process.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1500

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Instructional supports

## 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.

Teachers and staff from the SLT team have monitored, revised, and implemented the strategies.

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

No anticipated changes are expected.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Lowest in Communicating Reasoning

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

26.89% met or exceeded  
Standards

29.89% met or exceeded  
Standards

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)

Tier 1- All Students

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily regarding student learning goals or objectives for learning, language objectives, analysis

of student data, looking at student work, standards-based instructional planning about best practices, and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem-solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade-level standards and best practices for instruction through the use of the district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards-based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward the mastery of the standards.
- Use Cognitively Guided Instruction (CGI) strategies to promote higher-level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide content objectives or learning goals that will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames, and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support student needs.
- Analyze data throughout the year in order to create a class and/or individual goals related to math instruction.
- Be provided release time for curriculum development.
- Purchase supplemental materials and supplies needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10415	Title I 4000-4999: Books And Supplies materials and supplies
1203	Title I 5000-5999: Services And Other Operating Expenditures CUE technology conference
10000	Title I 5000-5999: Services And Other Operating Expenditures STEAM conference



35000

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier 2- Small Group Instruction

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
  - Identify students requiring more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
  - Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
  - Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
  - Provide support staff/instructional assistants to provide small group instruction.
  - Provide support to students identified through the MTSS process.
  - Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
  - Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Provide small group instruction via Zoom during Distance Learning.
- Provide small group instruction/intervention on campus during Hybrid Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I  
1000-1999: Certificated Personnel Salaries  
release time for staff

15,000

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
after school tutoring

2,500

LCFF - Supplemental and Concentration  
2000-2999: Classified Personnel Salaries  
Classified after school tutoring

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Tier 3- Intensive Individual Interventions

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
  - Utilize support staff to provide specialized instruction for identified students.
  - Closely monitor students through the MTSS process.
- Provide small group instruction/intervention during Hybrid and Distance Learning.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
materials and supplies-manipulatives,  
instructional resources/workbooks

## 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.

SLT met regularly throughout the year to discuss and monitor progress towards SPSA goals.

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

No differences.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Lowest in Reading Domain

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1- 13.60% Level 2- 22.81% Level 3- 37.28% Level 4- 26.32%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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 English Language Learner students.

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions between CELDT and ELPAC.
- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support English Learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Materials and Supplies
3342	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and Supplies
800	Title I 1000-1999: Certificated Personnel Salaries Release Time For Staff

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Tier 2- Small Group Instruction

#### Strategy/Activity

Tier II

Small Group Intervention

#### Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.

- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
  - Utilize instructional assistants to provide support to students in small groups for additional practice.
  - Purchase additional instructional materials to support English Learners.
  - Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
  - Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Provide small group instruction via Zoom during Distance Learning.
  - Provide small group instruction/intervention on campus during Hybrid Learning.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Tier 3- Intensive Individual Interventions

#### **Strategy/Activity**

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

· Provide small group instruction/intervention during Hybrid and Distance Learning.

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

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

Amount(s)

Source(s)

1,000

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
Release time for teachers

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

SLT met regularly throughout the year to discuss and monitor progress toward SPSA goals.

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

No differences.

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.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in-person or via zoom.

## Identified Need

We would like to see more parents involved in their students' success. We would like an increase in parent attendance in parent training or Family Nights.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Title 1- Parent Engagement Survey	38 % of parents attend parent training or Family Nights; 21% Volunteer in the classroom or school	10% increase between the two areas

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

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade-level standards.
- School newsletters/calendars will be sent home in English and Spanish on a weekly basis to keep parents informed of important school events and curriculum related information.
- Social Media (Twitter, Seesaw, ClassDojo, Facebook) will be used to keep parents informed of important school events and curriculum-related information.



- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade-level standards.
- Parents will be invited to attend Trimester Awards Assemblies where students are recognized for outstanding student achievement (on zoom or in-person).
- Family Homework, Literacy, Math, and Writing Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher Conferences, and Family Literacy, Writing, and Math Nights.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/teacher conferences.
- Parents will be invited to all SSC and ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- School to Home folders will be provided to all students.
- Agendas will be provided to all 3rd-6th grade students to facilitate home-school communication and student organizational skills.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Classroom visitations will be scheduled for parents to watch their children in the class (when it is safe).
- Additional resources and materials may be purchased as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and Supplies
999	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Support Agreements
2883	LCFF - Supplemental and Concentration

	2000-2999: Classified Personnel Salaries translation
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries sub time

## 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.

SLT met regularly throughout the year to discuss and monitor progress toward SPSA goals.

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

No differences.

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.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

No significant need noted in this area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Title 1- Parent Engagement Survey	96 % strongly agree/agree	Maintain or increase

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Trimester school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch club and other focus groups.

- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends monthly and come up with solutions.
- Teacher development in how to meet the social/emotional needs of our student in order to access their learning.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2014	Title I 4000-4999: Books And Supplies material and supplies
13819	Title I 1000-1999: Certificated Personnel Salaries Counselor

## 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.

SLT met regularly throughout the year to discuss and monitor progress toward SPSA goals.

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

No differences

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,352.00

## 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	\$114,194.00

Subtotal of additional federal funds included for this school: \$114,194.00

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 - Supplemental and Concentration	\$72,158.00

Subtotal of state or local funds included for this school: \$72,158.00

Total of federal, state, and/or local funds for this school: \$186,352.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

72,158.00

Title I

114,194.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

40,619.00

2000-2999: Classified Personnel Salaries

49,735.00

3000-3999: Employee Benefits

16,710.00

4000-4999: Books And Supplies

55,271.00

5000-5999: Services And Other Operating Expenditures

24,017.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

22,000.00

2000-2999: Classified Personnel Salaries

LCFF - Supplemental and Concentration

5,383.00

3000-3999: Employee Benefits

LCFF - Supplemental and Concentration

4,934.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

38,842.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

999.00

1000-1999: Certificated Personnel Salaries

Title I

18,619.00

2000-2999: Classified Personnel Salaries	Title I	44,352.00
3000-3999: Employee Benefits	Title I	11,776.00
4000-4999: Books And Supplies	Title I	16,429.00
5000-5999: Services And Other Operating Expenditures	Title I	23,018.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,377.00
Goal 2	76,618.00
Goal 3	6,642.00
Goal 4	5,882.00
Goal 5	15,833.00

# School Site Council Membership

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

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

Name of Members	Role
Alma Noche	Principal
Chantel Velasco	Parent or Community Member
Nohemi Valenzuela	Parent or Community Member
Celina Barajas-Madrigal	Parent or Community Member
Johanna Arias	Parent or Community Member
Maria Davalos	Classroom Teacher Parent or Community Member
Sharon Magdaleno	Classroom Teacher
Cara Adair	Classroom Teacher
Lisa Fisher	Classroom Teacher Other School Staff
Susan Rodriguez	Other School Staff

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



# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/15/2020.

Attested:

Principal, Dr. Alma Noche on 12/4/2019

SSC Chairperson, Sharon Magdaleno on 12/4/2019

# 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](mailto: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](mailto: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](mailto: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**asurable, **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](mailto: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

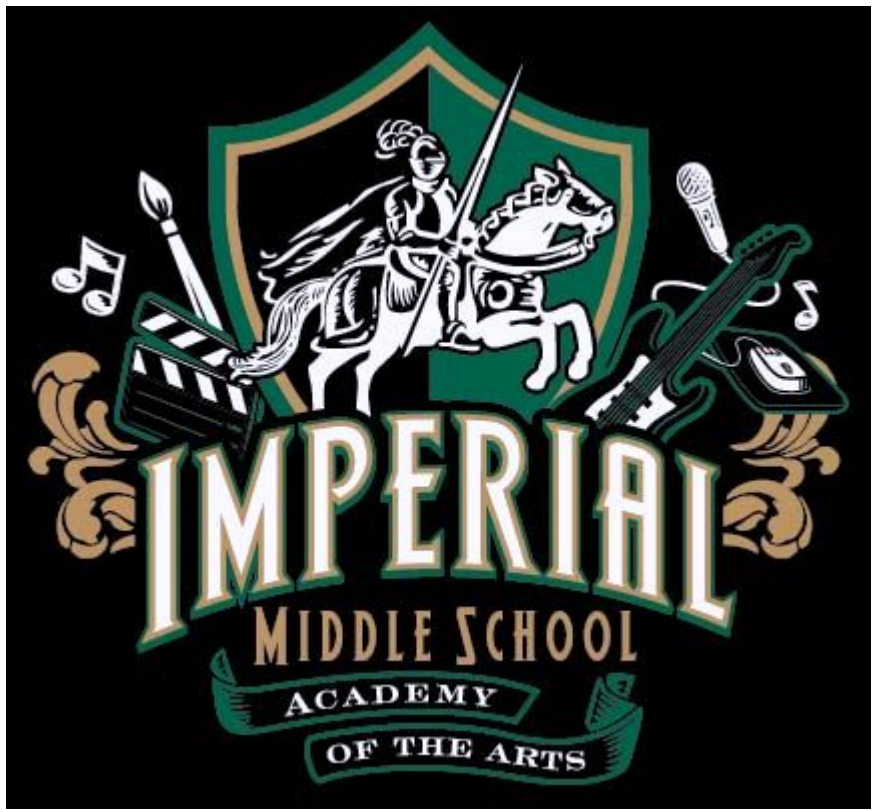
**For a list of active programs, please see the following links:**

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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Imperial Middle School	30665636028955	January 13, 2021	February 11, 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.

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

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

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

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

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

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

Imperial Middle School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies, and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The following information is based on surveys from staff, parents, and students as well as input from the Site Leadership Team (SLT), and agendas from our Professional Learning Community meetings:

### English Language Arts

Teachers agree to continue to use instructional strategies that support the instructional focus of reading comprehension. In addition, Imperial will focus on writing, as reading comprehension and writing go hand in hand. The Common Core standards will drive this instruction. Best teaching strategies will include, but not be limited to:

- GLAD Strategies
- Step-Up to Writing
- Text-Dependent Questions
- Writing Across the Curriculum
- Constructed Responses
- Close Reading
- Graphic Organizers
- Cornell Note Taking
- Thinking Maps
- Depth of Knowledge
- Sentence Frames
- Classroom Discussion Functions and Starters
- 21st Century Learning (Communication, Collaboration, Creativity, Critical Thinking)
- Technology
- i-Ready
- IB Units of study

### Mathematics

In 2018-2019 Math Links was adopted as the core math curriculum to support students with conceptual understanding of mathematical concepts. Imperial offers one algebra and one honors math class providing instruction to students who are ready for algebra. Teachers will also be incorporating the Standards for Mathematical Thinking into their curriculum as a way of developing the "Habits of Mind" described in the Common Core Standards . These practices are:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

## English Learners

The staff at Imperial concurs that our teaching strategies must embrace methods that will provide differentiated instruction to effectively instruct our English Learners. Using Aeries, all teachers are aware of each of their students' ELPAC levels and design instruction aimed at improvement. Teachers scaffold lessons to meet the needs of all their students, often times using GLAD strategies. The staff has identified and targeted EL students in each of their classes and use our best instructional practices to increase the growth of all English learners across the content areas. Amplify is used in the ELD classes to provided additional support.

## Identified Needs for Professional Development

The SLT has identified the need for Professional Development in the following areas :

- IB Unit Planning
- Technology
- Close Reading
- Text-Dependent Questions
- Constructed Response
- Thinking Maps
- Step-Up to Writing
- Project Based Learning (PBL)
- Common Core Standards
- Developing The Habits of Mind
- Differentiated Instruction
- Continued use of GLAD Strategies
- Depth of Knowledge
- Infusing the arts into curriculum
- Using the data from Illuminate, iReady and SBAC to guide instruction
- Social/emotional health
- Achieve 3000

## Input from Parents

The following summary is based on the results from the Title I Parent Involvement Survey (18-19), EL Parent Survey (18-19), input from various groups including School Site Council, ELAC, and Advisory and Information Meetings. The Title I and EI Parent Survey were not given during the 19-20 school year due to virtual learning caused by the COVID 19 pandemic.

## Student Learning

Although our school is listed as a low-performing school, parents feel that their children are challenged on a consistent basis with the curriculum and instruction provided by the Imperial staff. Ninety-six percent of the parents responding to the 2018 - 2019 Title I Parent Survey feel welcomed at the school site. Ninety-three percent also felt that Imperial promotes positive student choices and behavior. In addition, ninety-seven percent of our EL parents believe that their child is receiving ample opportunities to develop and expand academic English skills.

## Home-School Communication

Imperial Middle School feels that home-school communication is one of the most important aspects of any school. Based on data from the 18-19 Title I Parent Survey, our parents voiced overall satisfaction in this aspect of Imperial's learning culture with ninety-six percent of our parents feeling welcome at Imperial. Most notably, parents are pleased and impressed with the monthly postcard sent home, the informative calls home via Aeries Communication, and the quick response to their phone calls. Parents have also expressed an overwhelming satisfaction with the student-led conferences provided two times per year. Data from the 18-19 Title I Parent Survey also revealed Imperial had ninety-seven percent of our parents/guardians conference with their child during this period. Due to the COVID19 pandemic and students going into virtual learning, the 19-20 Title I parent survey was not administered.

### Parent Training and Involvement Opportunities

Our parents have expressed that they are well informed of their options when it comes to being involved in the educational experience of their child, and they overall feel valued as contributing members of their child's success. Throughout the year, parents were given the opportunity to participate in several training sessions and parent involvement opportunities, both in person and virtually. Throughout the year, the administration at IMS held Coffee with the Administrators to discuss current events at Imperial as well as to provide additional information and training to parents. These meetings are also a way for the administration to receive input from parents.

### Areas Identified for Future Training

Parents have expressed an interest in parent nights that focus on improving their child's study and homework skills, improving their child's reading and math abilities, and improving their competency with technology and internet safety.

## Classroom Observations

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

### Classroom Guided Visits:

The administration and teachers participated in guided visits throughout the year. These guided visits include observing specific classroom practices and providing feedback to the staff. In addition, best instructional strategies are shared and feedback is received on implementation of district initiatives. The feedback from these visits also helps the staff reflect on current practices and improve instruction. In addition, representatives from the SLT will often walk classrooms to provide feedback and support to colleagues.

### Formal and Informal Observations:

Imperial's administrators have made personal goals to observe in every classroom a minimum of one time per week. Informal observations provide time to offer feedback, instructional support and/or modeling of instructional practices. The teachers at IMS were not able to observe each other a minimum of two times throughout each Cycle of Inquiry implemented during the 2019 - 20 school year due to virtual learning caused by the COVID 19 pandemic. The observations that were done were not used as an evaluation tool; they were done voluntarily to assist the teachers as they implement new instructional strategies. Due to the COVID 19 pandemic, formal observations/evaluations were not conducted for those teachers who have a formal observation requirement for this school year as per district regulations.

## 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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the state standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Imperial Middle School teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Our Professional Learning Community (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Imperial Middle School meet the highly qualified requirements.

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

All staff have met AB 466 requirements through the Clear Credential process or through a master's degree program.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), International Baccalaureate requirements, and technology.

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

Imperial Middle School staff works with district Teachers on Special Assignment (TOSA) and our International Baccalaureate Coordinator in content areas to develop standards based lessons and utilize data talks to guide instruction. TOSAs and our IB Coordinator also assist with PLC discussions and one-on-one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on our student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, district wide teams meet quarterly and discuss data analysis, standards based instruction and assessment. Imperial teachers also met a minimum of one time per month with the IB Coordinator.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Training included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review interim assessments that support students in understanding the CAASPP testing format and SBAC claim assessments. PLC's are instrumental in allowing our teachers to plan and discuss standards based instruction and needed interventions for student achievement. Teachers were also provided professional development by our IB Coordinator to address the requirement of IB.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. The principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Teams of teachers with the guidance of the administration, TOSA, and IB Coordinator prepare lesson pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, ELD and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology support for academic learning
- \*Community Liaison

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs. Due to the COVID 19 pandemic, meeting after March 16, 2020 were held virtually.



## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

\*LCFF

\*District funding

## School Profile

As we start the new year at Imperial Middle School, we are striving to become an International Baccalaureate School. This is the third year of our journey to become an International Baccalaureate (IB) World School through undergoing the process to achieve authorization. This endeavor will positively challenge our students with rigorous academics and solid character development. Further, it will deepen our commitment to the visual and performing arts.

Student learning is focused on making real world connections that engage and empower our students to grow into life-long learners. The IB student profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective. We invite you to join our school community in this important and exciting journey. Together we will collaborate, innovate, commit, and achieve success for all students.

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council met regularly throughout the 2019-2020 school year to review and monitor the implementation of the goals. Input was provided by staff, ELAC, School Site Council, and district office staff. All of these stakeholder groups continued to analyze previous data from 2018-2019 school year this fall in preparation of this SPSA/Annual Review and Update. After March 16, our meetings were held virtually due to the COVID 19 pandemic.

## Resource Inequities

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

None to report.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.27%	0.35%	0%	2	2	0
African American	1.74%	1.56%	1.84%	13	9	10
Asian	1.61%	2.08%	3.13%	12	12	17
Filipino	1.20%	0.87%	0.92%	9	5	5
Hispanic/Latino	86.21%	87.52%	85.08%	644	505	462
Pacific Islander	0.13%	0.17%	0.18%	1	1	1
White	7.23%	6.07%	5.89%	54	35	32
Multiple/No Response	%	%	2.95%			0
Total Enrollment				747	577	543

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5		1	
Grade 6	227	145	119
Grade 7	260	201	204
Grade 8	260	230	220
Total Enrollment	747	577	543

### Conclusions based on this data:

1. Due to the reconfiguration of our School District last year and declining enrollment, we had 34 less students from the 18-19 school year. The students in the upper grades (7th/8th) are the majority.
2. Our Hispanic population is dominate, which matches the demographics of our city.
3. Our overall demographics remain consistent for the past three 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	122	109	100	16.3%	18.9%	18.4%
Fluent English Proficient (FEP)	293	209	179	39.2%	36.2%	33.0%
Reclassified Fluent English Proficient (RFEP)	23	1	10	14.2%	0.8%*	9.2%

### Conclusions based on this data:

1. \*The lower than usual number of students reclassified as Fluent English Proficient is due to the ELPAC answer documents being lost in transit in the Spring of 2019. LHCS D was permitted to retest their returning IMS students in the Fall of 19-20. Of the 68 students who were retested, 29 reclassified.
2. The number of students reclassifying in the 19-20 school year increased by 8.4%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	249	215	146	247	214	144	247	214	144	99.2	99.5	98.6
Grade 7	263	250	196	262	246	194	262	246	194	99.6	98.4	99
Grade 8	253	256	220	253	255	216	253	255	216	100	99.6	98.2
All	765	721	563	762	715	555	762	715	555	99.6	99.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2467.	2484.	2529.	6.07	3.74	14.58	18.62	27.10	36.11	28.74	31.31	30.56	46.56	37.85	18.75
Grade 7	2522.	2516.	2555.	6.11	6.91	10.31	31.30	29.27	46.39	31.30	32.52	27.32	31.30	31.30	15.98
Grade 8	2545.	2540.	2548.	6.32	5.88	9.72	36.76	33.33	29.63	31.62	36.86	39.35	25.30	23.92	21.30
All Grades	N/A	N/A	N/A	6.17	5.59	11.17	29.00	30.07	37.12	30.58	33.71	32.79	34.25	30.63	18.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	7.69	9.35	18.75	37.65	42.99	53.47	54.66	47.66	27.78
Grade 7	8.78	8.94	17.53	50.00	40.24	55.67	41.22	50.81	26.80
Grade 8	12.65	10.20	14.81	52.96	52.55	47.69	34.39	37.25	37.50
All Grades	9.71	9.51	16.76	46.98	45.45	52.07	43.31	45.03	31.17

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 5			*			*			*
Grade 6	10.53	10.28	25.00	34.82	44.39	53.47	54.66	45.33	21.53
Grade 7	15.27	21.14	25.77	57.63	47.15	57.22	27.10	31.71	17.01
Grade 8	18.97	16.93	16.67	57.31	53.94	63.43	23.72	29.13	19.91
All Grades	14.96	16.39	21.98	50.13	48.74	58.56	34.91	34.87	19.46

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 5			*			*			*
Grade 6	4.86	5.14	12.50	61.54	58.41	75.69	33.60	36.45	11.81
Grade 7	8.02	4.07	9.79	62.60	62.60	70.62	29.39	33.33	19.59
Grade 8	5.53	9.80	8.33	72.73	71.76	73.15	21.74	18.43	18.52
All Grades	6.17	6.43	9.91	65.62	64.62	72.79	28.22	28.95	17.30

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 5			*			*			*
Grade 6	10.53	21.96	28.47	49.80	50.47	51.39	39.68	27.57	20.14
Grade 7	20.99	21.54	28.35	51.91	54.47	57.22	27.10	23.98	14.43
Grade 8	20.95	20.78	21.76	51.78	58.43	54.63	27.27	20.78	23.61
All Grades	17.59	21.40	25.77	51.18	54.69	54.59	31.23	23.92	19.64

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the California Assessment of Student Performance and Progress (CAASPP) during the 19-20 school year. Therefore, we have no test data to analyze and compare. During the 18-19 school year, 98.6% of our students participated in taking the CAASPP in the area of English Language Arts. 50% of our students in 6th grade met or exceeded the grade level standards. This is an increase of 19% from the 17-18 school year. In 7th grade, 57% of our students met or exceeded the grade level standards. This was an increase of 21% from the 17-18 school year. In 8th grade, 39% of our students met or exceeded the grade level standards. This matched the score from the 17-18 school year.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we have no test data to analyze and compare. When analyzing the literacy claims within the English language arts portion of the 18-19 assessment, our students showed they can engage in research/inquiry to investigate topics and to analyze, integrate, and present information with 80% of our 6th grade students, 86% of our 7th grade students, and 76% of our 8th grade students achieving near, at, or above the standards on this area.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we have no test data to analyze and compare. The data from 18-19 CAASPP indicated our students need additional support with understanding literary and non-fiction texts as only 69% of our students were near, at, or above the grade level standards in this area; 6th grade 72%, 7th grade 73%, and 8th grade 63%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	249	215	146	247	215	145	247	215	145	99.2	100	99.3
Grade 7	263	247	196	261	245	196	261	245	196	99.2	99.2	100
Grade 8	253	256	221	253	256	219	253	256	219	100	100	99.1
All	765	718	564	761	716	561	761	716	561	99.5	99.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2439.	2458.	2493.	3.64	7.44	13.79	6.48	12.09	10.34	26.32	22.33	37.24	63.56	58.14	38.62
Grade 7	2482.	2461.	2507.	6.90	4.08	11.73	9.20	12.65	17.35	34.10	26.12	30.61	49.81	57.14	40.31
Grade 8	2513.	2508.	2515.	10.67	7.42	6.39	12.25	12.50	19.18	28.06	30.47	27.40	49.01	49.61	47.03
All Grades	N/A	N/A	N/A	7.10	6.28	10.16	9.33	12.43	16.22	29.57	26.54	31.02	54.01	54.75	42.60

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 5			*			*			*
Grade 6	4.05	9.77	15.17	23.08	21.86	35.17	72.87	68.37	49.66
Grade 7	11.49	7.35	17.86	23.75	24.49	34.18	64.75	68.16	47.96
Grade 8	13.04	9.38	12.33	29.64	32.81	34.70	57.31	57.81	52.97
All Grades	9.59	8.80	14.97	25.49	26.68	34.58	64.91	64.53	50.45

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 5			*			*			*
Grade 6	4.05	6.98	11.72	31.17	34.88	34.48	64.78	58.14	53.79
Grade 7	8.81	5.71	11.73	41.00	35.51	43.37	50.19	58.78	44.90
Grade 8	11.86	8.59	6.39	38.34	49.22	51.60	49.80	42.19	42.01
All Grades	8.28	7.12	9.63	36.93	40.22	44.39	54.80	52.65	45.99

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 5			*			*			*
Grade 6	4.86	9.30	15.17	31.98	37.67	46.21	63.16	53.02	38.62
Grade 7	8.43	4.90	10.20	48.66	51.84	62.24	42.91	43.27	27.55
Grade 8	13.83	9.77	10.05	49.01	50.39	52.51	37.15	39.84	37.44
All Grades	9.07	7.96	11.41	43.36	47.07	54.19	47.57	44.97	34.40

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we have no test data to analyze and compare. During the 2018 - 2019 school year, 99.5% of our students participated in taking the CAASPP in the area of mathematics. In the 6th grade, 24% of our students met or exceeded the grade level standards. This is an increase of 4% from last year. In 7th grade, 29% of our students met or exceeded the grade level standards. This is an increase of 12% from last year. In 8th grade, 26% of our students met or exceeded the grade level standards. This is an increase of 6% from last year.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we have no test data to analyze and compare. When analyzing the 18-19 mathematical claims within the mathematical portion of the assessment, our students showed they were able to demonstrate the ability to support mathematical conclusions with 66% of our students near, at, or above the standards on this area. This is an increase of 11% from last year.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we have no test data to analyze and compare. The data from 18-19 CAASPP indicated our students need additional support with applying mathematical concepts and procedures as only 50% of our students were near, at, or above the grade level standards in this area. While this is an area of support, it should be noted that 15% more students reached the at, near, or above this standards than from last year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1514.8	*	1510.9	*	1518.3	*	39	*
Grade 7	1522.6	*	1530.3	*	1514.4	*	50	*
Grade 8	1546.7	*	1537.9	*	1555.0	*	29	*
All Grades							118	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	41.03	*	33.33	*	*	*	39	*
7	38.00	*	38.00	*	*	*	*	*	50	*
8	*	*	58.62	*	*	*		*	29	*
All Grades	30.51	*	44.07	*	19.49	*	*	*	118	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	33.33	*	48.72	*	*	*	*	*	39	*
7	64.00	*	22.00	*	*	*	*	*	50	*
8	55.17	*	37.93	*	*	*		*	29	*
All Grades	51.69	*	34.75	*	*	*	*	*	118	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	66.67	*	*	*	39	*	
7	38.00	*	52.00	*	*	*	50	*	
8	55.17	*	44.83	*		*	29	*	
All Grades	35.59	*	55.08	*	9.32	*	118	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	64.10	*	33.33	*	*	*	39	*
7	78.00	*	*	*	*	*	50	*
8	79.31	*	*	*		*	29	*
All Grades	73.73	*	22.03	*	*	*	118	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	30.77	*	56.41	*	39	*
7	*	*	30.00	*	54.00	*	50	*
8	*	*	*	*	48.28	*	29	*
All Grades	17.80	*	28.81	*	53.39	*	118	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	87.18	*	*	*	39	*
7	*	*	76.00	*	*	*	50	*
8	*	*	65.52	*		*	29	*
All Grades	16.95	*	77.12	*	*	*	118	*

**Conclusions based on this data:**

1. \*The 18-19 data is missing due to ELPAC answer documents being lost in transit in the Spring of 2019.
2. 19-20 data not available at this time.



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
577	76.8	18.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	18.9
Foster Youth	2	0.3
Homeless	5	0.9
Socioeconomically Disadvantaged	443	76.8
Students with Disabilities	56	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.6
American Indian	2	0.3
Asian	12	2.1
Filipino	5	0.9
Hispanic	505	87.5
Two or More Races	8	1.4
Pacific Islander	1	0.2
White	35	6.1





### Conclusions based on this data:

1. During the 18 - 19 school year, 76.8% of our students were Socioeconomically disadvantaged, 18.9% of our students were English Learners, 87.5% of our students are Hispanic.
2. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year the overall performance by all students for Math went up one performance level to yellow increasing significantly by 28 points. ELA remained at the same performance level of yellow but also increased significantly by 26.6 points during the 18-19 school year.
2. During the 18 -19 school year suspension data improved one performance level to yellow.
3. During the 18 -19 school year chronic absenteeism improved two performance levels to green.

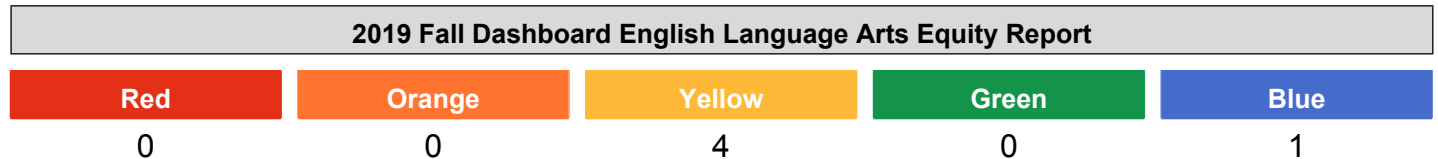
# School and Student Performance Data

## 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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 5.3 points below standard Increased Significantly ++27.6 points 555	 Yellow 29 points below standard Increased Significantly ++24.8 points 217	 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 4	 Yellow 14.6 points below standard Increased Significantly ++26.3 points 427	 Yellow 50.8 points below standard Increased Significantly ++62 points 54

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 74.9 points above standard 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 8.4 points below standard Increased Significantly ++20.5 points 487	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 21 points above standard Increased Significantly ++22.8 points 32

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

<b>Current English Learner</b> 68.3 points below standard Increased Significantly ++31.7 points 95	<b>Reclassified English Learners</b> 1.5 points above standard Increased Significantly ++27.1 points 122	<b>English Only</b> 7.8 points below standard Increased Significantly ++22.1 points 246
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#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year all students increased significantly with an increase of 26.6 points to remain in the yellow performance level.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year English Learners, socioeconomically disadvantaged, students with disabilities, and Hispanic students increased significantly and are in the yellow performance levels.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year white students increased significantly with an increase of 21.3 points to move into the blue performance level.

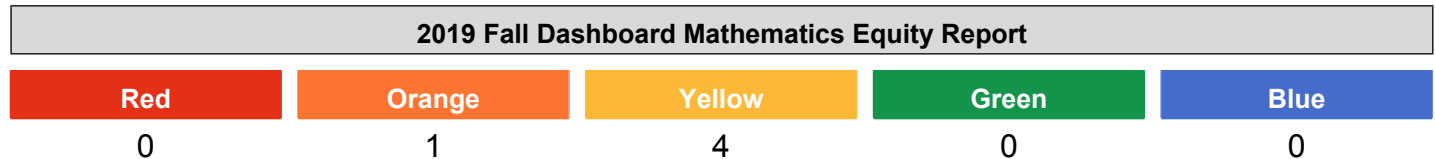
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 61 points below standard Increased Significantly ++28 points 557	<b>English Learners</b>  Yellow 82.8 points below standard Increased Significantly ++26.5 points 217	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Socioeconomically Disadvantaged</b>  Yellow 69.5 points below standard Increased Significantly ++28.9 points 428	<b>Students with Disabilities</b>  Orange 104 points below standard Increased Significantly ++69.6 points 55

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 78.3 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 66.1 points below standard Increased Significantly ++30 points 488	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 34 points below standard Increased Significantly ++15.7 points 33

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.6 points below standard Increased Significantly ++39.7 points 95	54.1 points below standard Increased Significantly ++24.5 points 122	67.5 points below standard Increased Significantly ++20.6 points 248

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 - 19 school year all students increased significantly with an increase of 28 points rising one performance level to yellow.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 - 19 school year, students with disabilities showed the greatest growth (+69.6 points) increasing from the red performance level to the orange performance level.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Therefore, we do not have data to analyze and compare. During the 18 -19 school year English Learners, socioeconomically disadvantaged, Hispanic, and white students increased significantly and moved into the yellow performance level.

# 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
	making progress towards English language proficiency
	Number of EL Students:  Performance Level:

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.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.



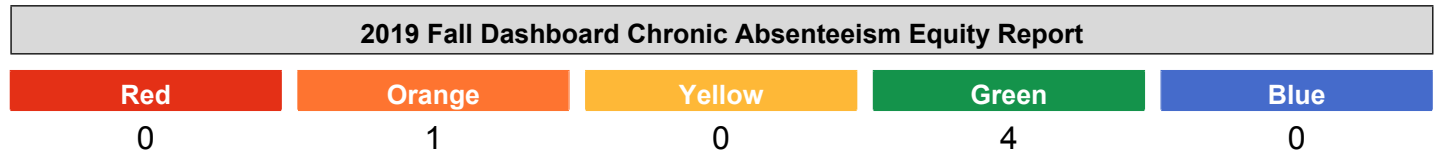
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Green 5.5 Declined -1.9 598	<b>English Learners</b>  Green 3.5 Declined -2.6 114	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Green 5.3 Declined -2 455	<b>Students with Disabilities</b>  Orange 18 Increased +0.7 61

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 0 Maintained 0 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Green 5.2 Declined -1.9 519	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 10 Declined -0.9 40

### Conclusions based on this data:

1. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 2018 -19 school year chronic absenteeism for all students declined by 1.9% to 5.5%, which moved us up two performance levels into the green performance level.
2. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 2018 -19 school year chronic absenteeism for English Learners, socioeconomically disadvantaged students, Hispanic, and white students all declined and moved into up into the green performance level.
3. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 2018 -19 school year chronic absenteeism for students with disabilities increased by 0.7% to 18%, which kept us in the orange performance level.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

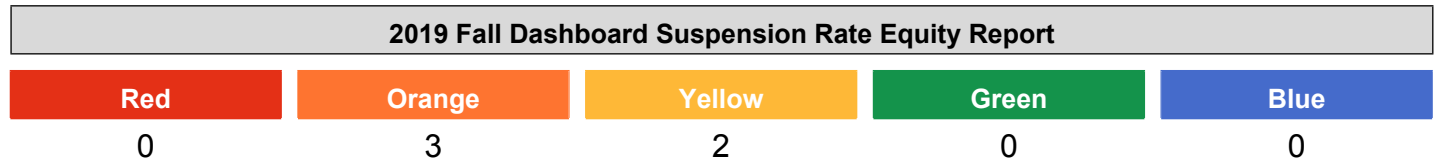
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











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		
<b>All Students</b>  Yellow 2.6 Maintained -0.2 606	<b>English Learners</b>  Orange 2.5 Increased +0.3 118	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Socioeconomically Disadvantaged</b>  Yellow 2.8 Maintained -0.1 457	<b>Students with Disabilities</b>  Orange 6.6 Increased +2.5 61

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.7 Maintained -0.2 527	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 Orange 2.5 Increased +0.7 40

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	2.6

#### Conclusions based on this data:

1. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 18 -19 school year our suspension rate for all students decreased from 0.2% to 2.6%, which moved us up into the yellow performance level.
2. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 18 -19 school year our suspension rate for English Learners and white students moved us down into the orange performance level for each subgroup.
3. There is no additional data to compare because the 2019-2020 school year was a partial school year due to the COVID19 pandemic and students going to virtual learning. During the 18 -19 school year our suspension rate for socioeconomically disadvantaged students and our Hispanic population decreased which moved us up into yellow performance level in both categories.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

By June 2021, all students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Improving the reading levels and ability to write to complex level texts for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	48% Met or Exceeded ELA Standards	53% will Meet or Exceed ELA Standards

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

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core reading curriculum (Amplify) on a daily basis. Teachers will collaborate around learning goals or objectives for learning,

analysis of student data, looking at student work, standards-based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. IReady and Illuminate will be used to help with assessment data.

- Continue to refine the best practices of close reading, text-dependent questions, and constructed response with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies when appropriate. Depth of Knowledge (DOK) levels of questioning, thinking maps, and IB strategies will be used to increase rigor and promote higher level thinking and reasoning.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. Written and oral language frames will be used to support and promote academic language.
- Use differentiated instructional strategies such as respectful tasks, guided reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) IB Coordinator, and TOSA will organize texts for student check out. Annotation symbols will be consistent schoolwide.
- Utilize release time to create IB units and project based learning.
- Implement interdisciplinary units between content areas.
- Use art as a tool for teaching curriculum and engaging students (including field trips aligned to curriculum).
- Schedule PLC meetings and release time for peer observations, analyze student work, and plan and share best practices related to standards-based instruction.
- Purchase supplemental materials and supplies such as Scope & Action Magazines, books, web-based teacher resources, etc.
- Provide technology that will be used to enhance learning experience such as: blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry with the support of InnovateEd. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Collaborate with our TOSA to support instruction and cycles of inquiry.
- Provide professional development opportunities/conferences for staff throughout the year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, AVID strategies, IB philosophy, strategies, and curriculum development.
- Provide release time/extra hours for IB Committee to plan and evaluate progress toward authorization to become an IB School.
- Purchase IB material to support the implementation of IB Units.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide an IB coordinator who will facilitate and support implementation of IB philosophy and strategies, curriculum development, and development of requirements of IB.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- After school hours (paid) will be provided for IB Committee to support implementation of IB.
- Utilize AVID strategies to support academic success.
- Schedule the Site Leadership Team meetings a minimum of 6 times a year to learn current instructional strategies on focus area and collaborate on student learning

- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement 21st Century Learning Communities to provide additional support for students to gain the skills necessary to learn 21st century skills and achieve academic success through TLC classes.
- Purchase supplies to infuse the arts into all content curriculum as a teaching tool.
- Utilize library software to support self-checkout of library books and inventory of library books.
- Purchase agendas to support academic planning and organization.
- Purchase and implement technology to enhance the learning and engagement of all students and teachers.
- Purchase instructional software/applications.
- Utilize iPads to have access to library books on-line and through a digital library.
- Purchase technology supplies (i.e. printers, ink, paper) to support implementation of technology to support instruction.
- Purchase color printer and ink to provide for supplemental instructional materials.
- Provide Parent Portal for parents to partner with staff in supporting student growth.
- Utilize a technology tech to support the use of technology as an instructional strategy.
- Utilize a library tech to support all ELA classes.
- Provide a Teacher on Special Assignment (TOSA) to support instruction and classroom management.
- Provide an International Baccalaureate Coordinator
- Train student tutors to support peers.
- Provide access to copy machines - including lease agreements and necessary supplies.
- Provide students with options to read in other languages.
- Provide students with opportunities for self-assessment and reflections.
- Extend learning opportunities through the after school program, summer school program, and/or Saturdays (in person and virtually).
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCSD for students not participating in on-campus 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)
3000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time/Subs
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra Assignment/Hours
878	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies



	materials and supplies
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies - technology
8868	Title I 3000-3999: Employee Benefits Benefits on object 2000
7000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
1000	Title I 1000-1999: Certificated Personnel Salaries Release Time
3510	Title I 3000-3999: Employee Benefits Benefits on object 1000
11000	Title I 4000-4999: Books And Supplies Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. Instructional aides will be used to support small group instruction.
- Use supplementary materials, such as Action Magazine, to provide identified students with appropriate leveled curriculum.
- Provide targeted intervention strategies for identified students. Students are identified through our Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.

- Collaborate during PLC and/or release time to meet the needs of at-risk students based on data.
- Identify students at-risk of not meeting grade level standards using data. These students will be placed into the Read 180 class or System 44 class.
- Ensure Read 180 is taught by one general education teacher and supported by special education teacher and/or educational assistants. Students will be given targeted instruction using small groups as well as one-to-one instruction.
- Provide support staff/instructional assistants to conduct small group instruction.
- Provide support to students identified through the MTSS process.
- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide small group instruction virtually for students struggling during Distance Learning (in person and/or virtually).
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Materials and supplies
2500	Title I 4000-4999: Books And Supplies Materials and supplies - technology
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
86	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures software support

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

#### Strategy/Activity

### Tier III

#### Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

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

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

Amount(s)

2000

Source(s)

Title I  
4000-4999: Books And Supplies  
materials and supplies

#### **Strategy/Activity 4**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

#### **Strategy/Activity 5**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Due to COVID19 pandemic and the changes in instruction and lack of state test scores, local measures were used to monitor student progress and provide additional support when needed. Students were progress monitored and diagnostic data was used throughout the year to ensure they were reading at grade level. Interventions were offered to those that were identified as needing some to intensive reading support.

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

Due to the COVID19 pandemic, our school converted to distance learning March 19, 2020. Therefore, our budget expenditures were less than expected.

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

We will continue to focus on the above strategies through deepening and refining our current practices that supported double-digit growth in the area of English Language Arts. We will also focus on strategies to support instruction and motivation while students are virtually learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

By June 2021, all students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Developing conceptual understanding to solve complex problems and to be able to communicate mathematical reasoning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	26% Met or Exceeded Math Standards	31% Met or Exceeded Math Standards

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

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core math curriculum (Math Links) on a daily basis. Teachers will collaborate with student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work,

standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and administered on a regular basis. iReady and Illuminate will be used to help with assessment data.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Provide content objectives that will promote rigorous standards. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of think-pair-share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for teachers to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use research-based teaching strategies such as GLAD, thinking maps, Cornell notes, and differentiated instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques.
- Utilize IB unit planners and project-based learning.
- Work with IB Coordinator, who will facilitate and support the implementation of IB philosophy.
- Use technology within the classroom to support instruction at each grade level and purchase needed software and supplies to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Purchase supplemental materials and supplies as needed.
- Use Illuminate to support data analysis of assessments.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide opportunities for attendance at conferences to support student learning.
- Purchase technology supplies to support instruction.
- Provide release time/extra hours for IB curriculum development.
- Extend learning opportunities through the after school program and/or Saturdays.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus 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)

3000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time/Subs
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
877	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
7000	Title I 1000-1999: Certificated Personnel Salaries Extra Pay
11000	Title I 4000-4999: Books And Supplies Materials and supplies
2500	Title I 4000-4999: Books And Supplies Materials and supplies - technology

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide a push-in and/or a pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Extend learning opportunities through the after school program and/or Saturdays.
- Students will be trained as tutors for additional support.

- Provide small group instruction virtually for students struggling during Distance Learning.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

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

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

Amount(s)	Source(s)
3000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials/Supplies
1000	Title I 1000-1999: Certificated Personnel Salaries Release Time
2440	Title I 4000-4999: Books And Supplies Materials and supplies

### **Strategy/Activity 3**

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

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

These strategies are available to all students in need of them.

#### **Strategy/Activity**

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group and/or individual instruction/intervention on campus for students struggling during Distance Learning.

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

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

Amount(s)	Source(s)
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies



## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Through a targeted approach led by our Site Leadership Team and math teams, we focused on implementing our strategies to support our students' growth in the area of Mathematics. Due to COVID19 pandemic and the changes in instruction and lack of state test scores, local measures were used to monitor student progress and provide additional support when needed. Students were progress monitored and diagnostic data was used throughout the year to ensure they were achieving at grade level. Interventions were offered to those that were identified as needing some to intensive mathematic support.

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

Due to the COVID19 pandemic, our school converted to distance learning March 19, 2020. Therefore, our budget expenditures were less than expected.

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

We will continue to focus on the above strategies through deepening and refining our current practices that supported double-digit growth in the area of Mathematics. We will also focus on strategies to support instruction and motivation while students are virtually learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

By June 2021, all English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Improving the English Language Development for all English learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 Level 2 Level 3 Level 4	All students in levels 1-3 will make one level of growth. Students in Level 4 will maintain or reclassify.

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 English Learners

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Use ELPAC and iReady data to place students in appropriate level of ELD and ELA instruction.
- Use instructional aides to support teaching and learning.
- Identify the EL level for each student and know appropriate level of instruction and questioning to support the student.
- Use Achieve 3000 and Imagine Learning app to support instruction.
- Use Teacher on Special Assignment (TOSA) to support instruction and provide teachers with necessary support as needed.
- Use research-based teaching strategies such as GLAD (CCD, input charts,10:2), Thinking Maps, Cornell notes, SDAIE strategies, and differentiated instruction across all content areas.
- Implement a wide range of depth of knowledge questions and activities/tasks to provide rigor.
- Monitor student achievement throughout each lesson using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction.
- Use written and oral language frames to support student responses.
- Collaborate through PLC's to analyze data, look at student work, and design lessons. Current research and instructional strategies will be available through conferences and professional development.
- Use art as a tool for teaching curriculum and engaging students.
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement Amplify ELD as the ELD curriculum.
- Attend conferences to support student achievement.
- Purchase supplies as necessary to support instruction.
- Purchase color printer/ink to provide supplemental instructional material.
- Purchase Scope and Action Magazines to support instruction.
- Purchase supplemental supplies to support curriculum. Teachers will be provided with release time for professional development in areas to increase student achievement.
- Purchase technology to enhance the learning and engagement for all students.
- Purchase software/applications/supplies to support instruction.
- Provide extended learning opportunities through the after school program and/or Saturday school.
- Provide release time/extra hours for curriculum development with differentiation.
- Virtual learning will be implemented as needed using Edgenuity and/or staff from LHCSD for students not participating in on-campus 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)
28310	Title I 2000-2999: Classified Personnel Salaries Instructional Aides
1000	Title I 2000-2999: Classified Personnel Salaries

	Translating
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials/Supplies
5235	Title I 4000-4999: Books And Supplies Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all English learners in need of them.

#### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction to support language acquisition for newcomers or long-term English learners.
- Conduct parent meetings with long-term English learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other items budgeted in Goal 1,2,4,5,

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

These strategies are available to all English learners in need of them.

#### Strategy/Activity

Tier III

## Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English learners and set goals for learning.
- Use the MTSS process for identifying and supporting English learners at this tier.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

7

### Proposed Expenditures for this Strategy/Activity

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

We focused on implementing our strategies to support our students in reclassifying. The implementation of these strategies was very effective, leading to a large numbers of English learners to reclassify based on the hand scoring of our ELPAC Tests during the 18-19 school year.

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

Due to the COVID19 pandemic, our school converted to distance learning March 19, 2020. Therefore, our budget expenses were less than expected.

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

We will continue to focus on the above strategies through deepening and refining our current practices that supported such a large group of English learners to reclassify. We will also focus on strategies to support instruction and motivation while students are virtually learning.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4

Parent/Community Partnerships

District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in via zoom or in-person.

## Identified Need

Increase parent participation

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrator calendar	N/A	90%

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

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home via email in English and Spanish on a monthly basis to keep parents informed of important school events, IB, and curriculum related information.
- Aeries communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be invited to attend monthly awards assemblies where students are recognized for outstanding student achievement.

- Parent training evenings offered to keep parents informed and involved in their child's education:
- Parent Portal
- Internet Safety
- PIQE
- Positive Mental Health/Suicide Prevention
- Healthy Cooking
- High School Information Night
- Math/Reading Night
- Science Showcase
- IB Parent Night
- Daycare will be provided as needed.
- Videos of trainings will be posted on school website when possible.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Student-led conferences will take place two times a year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences.
- Translators will be provided for conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Digital signage will be on and current in the office for parents and visitors to be kept up on current events.
- Nutrition classes will be offered to parents.
- Classroom visitations will be scheduled for parents to observe their children in class.
- Additional resources and materials may be purchased as needed.
- Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, Shadow a Student Day, PTA, ELAC, School Site Council, Fall Festival, showcases, and monthly awards assemblies.
- Parents will be informed of school activities through monthly postcards sent home via mail, Aeries Communications, school website, and the school marquee.
- Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year.
- Materials will be translated into Spanish as needed.
- Community liaison will work with students and families to promote success of all students on campus and to engage parents and community members with our campus. The community liaison will also provide parent education during school, after-school, evening, and Saturday activities as well as during conferences.
- Release time will be provided for professional development for teachers, school counselor and Community Liaison.
- Materials and supplies will be purchased for counselor to actively engage students and parents.
- Substitutes will be provided for office clerk and school secretary.



- Extra hours will be available for office staff, including community liaison and counselor.
- Partnerships will be formed with local community members to promote positive relations as well as community involvement (i.e. singing at convalescent hospitals, tutoring younger students, working with local universities and The Boys and Girls Club).
- Training/meetings will be held virtually if necessary.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCSD for students not participating in on-campus 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra hours
2000	Title I 4000-4999: Books And Supplies Materials and supplies - parent education
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies
6000	Title I 4000-4999: Books And Supplies Supplies and materials for student and parent education and participation
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies - technology

### **Strategy/Activity 2**

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

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

Strategy/Activity

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

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

Amount(s)	Source(s)
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### **Strategy/Activity 3**

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

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

## Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

Strategies listed above were implemented throughout the year. Parent communication using Aeries communication system, school agendas, monthly calendar, and our Community Liaison were effective ways to communicate parent engagement opportunities. As of March 19, 2020, all parent meetings/trainings were held virtually due to the COVID19 pandemic and students go to virtual learning. Parents who attended meetings/trainings provided positive feedback. The number of parents participating in virtual events were higher than on campus events in the past.

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

Due to the COVID 19 pandemic and going to virtual learning, we did not purchase as much parent materials and/or supplies as intended.

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.

Meetings will be held virtually, as well as in person.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on the parent/family survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

Creating a positive environment that promotes positive choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Survey	93%	98%

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

- Assemblies/celebrations will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Monthly school wide celebrations will be held to promote a positive school climate.
- Celebrations will occur for exemplary academics, behavior, attendance, and/or citizenship.
- Rewards, incentives, and other materials will be purchased to promote a positive school climate.
- PBIS training will be provided to support teachers.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety, student wellness, and academic/character achievement for all.

- Release time and after school hours (pay) will be provided for MTSS support Team to support identification and implementation of interventions and analyze student data.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through lunch and after-school clubs.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing SWIS and Aeries for running analytics reports.
- Release time/extra hours will be provided for PBIS team to support implementation of PBIS and analyze data.
- Release time/extra hours will be provided to help teachers meet the social/emotional needs of our students in order to support student learning.
- Assemblies will be held to motivate and promote a positive school culture.
- Guest speakers will be used to promote IB real world experiences.
- PALs will be trained to promote a positive school culture through conflict resolution.
- Extracurricular activities will be offered to support behavior during non-instructional times, such as lunch and after school (i.e theater arts, art, ceramics, clubs, and sports.)
- Aeries communication and digital signage will be used to communicate with parents through phone calls, texts, emails, and marquee.
- Saturday reteaching opportunities will be offered for students struggling with engaging in positive school culture appropriately.
- Twenty First Century Learning Communities (TLC) will meet 3 days per week to support the emotional and social needs of our students.
- Transportation will be available for student activities that promote a positive school environment (sports, performing arts, community visits, etc.)
- Student attendance will be monitored through the MTSS process. Positive recognition will be provided through assemblies and rewards.
- Display boards will be purchased to display student work and positive social emotional health.
- Second Step curriculum will be purchased and implemented.
- IB Policies will be implements in the areas of Assessment, Language Acquisition, Honesty, and Special Education.
- Implementation of mission and vision statements
- Parent, students, staff School Compact will be signed describing expectations.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.
- Safety protocols and PPE will be utilized as needed while in the COVID19 pandemic.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCFF - Supplemental and Concentration

	2000-2999: Classified Personnel Salaries Extra hours office staff
756	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 2000
9124	Title I 5000-5999: Services And Other Operating Expenditures Software support/ school safety
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries extra hours
1553	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Celebrations/Rewards
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials and supplies - technology
6000	Title I 4000-4999: Books And Supplies Materials and supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Implementation of the strategies/activities listed were monitored by the PBIS committee, school counselor, and administration. The PBIS committee met monthly to support and provide opportunities for positive choices. Social and emotional learning (SEL) lessons were provided to students through homeroom during in person and virtual learning. Data shows that suspensions and student discipline were lower than the previous year.

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

Due to the COVID19 pandemic, our school converted to distance learning March 19, 2020. Therefore, our budget expenses were less than expected.

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.

Additional activities will be offered virtually to provide positive behavior and choices.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,137.00

## 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	\$127,487.00

Subtotal of additional federal funds included for this school: \$127,487.00

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 - Supplemental and Concentration	\$28,650.00

Subtotal of state or local funds included for this school: \$28,650.00

Total of federal, state, and/or local funds for this school: \$156,137.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

28,650.00

Title I

127,487.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

27,000.00

2000-2999: Classified Personnel Salaries

31,810.00

3000-3999: Employee Benefits

14,889.00

4000-4999: Books And Supplies

69,228.00

5000-5999: Services And Other Operating Expenditures

13,210.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

9,000.00

2000-2999: Classified Personnel Salaries

LCFF - Supplemental and Concentration

2,500.00

3000-3999: Employee Benefits

LCFF - Supplemental and Concentration

2,511.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

14,553.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

86.00

1000-1999: Certificated Personnel Salaries

Title I

18,000.00



2000-2999: Classified Personnel Salaries	Title I	29,310.00
3000-3999: Employee Benefits	Title I	12,378.00
4000-4999: Books And Supplies	Title I	54,675.00
5000-5999: Services And Other Operating Expenditures	Title I	13,124.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,842.00
Goal 2	34,817.00
Goal 3	37,545.00
Goal 4	12,000.00
Goal 5	22,933.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Cathy Seighman	Principal
Csilla Koppany	Classroom Teacher
Kim Johnson	Classroom Teacher
Carole Mortl	Classroom Teacher
Gerardo Carvajal	Classroom Teacher
Benita Silva	Other School Staff
Carlos Porros	Parent or Community Member
Cinthia Gomez	Parent or Community Member
Gloria Campana	Parent or Community Member
Jocelyn Agredano	Secondary Student
Desiree Valdivia	Secondary Student
Savannah Zubia	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 13, 2021.

Attested:


Principal, Cathy Seighman on 1/14/21

SSC Chairperson, Gloria Campana on 1/25/21

# 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](mailto: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](mailto: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](mailto: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**asurable, **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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Middle School	30665636029037	December 2, 2020	February 11, 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.

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the



opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Washington Middle School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Input from Staff and Students

The following summaries are based upon staff, parent, and student surveys as well as minutes/findings from Leadership Team and PLC meetings that include the 2018-2019 school year due to the COVID-19 pandemic that resulted in Washington Middle School having incomplete data for the 2019-2020 school year:

### Surveys:

La Habra City School District provides the support of K12 Insight in order to collect and disaggregate parent survey information data. All parents receive a Title I parent survey. In addition, parents of English Language Learners receive a supplemental survey.

Title I Parent Survey: The Title I Survey was completed and available to all parents in both English and Spanish. Results are tabulated and reported using K-12 Insight.

Parents completing the Title I survey expressed strong overall satisfaction with their experience at Washington Middle School. Some highlights include home-school communication, where over 95% of parents agreed that they are receiving strong on-going communication from the school; student learning environment, where over 95% of parents agreed that Washington promotes a strong learning environment for students; parent involvement, where over 95% of parents are made to feel welcomed at the school and 70% of parents agreed that there are strong opportunities for parent involvement.

Some comments that parents expressed included that the school staff was helpful and took great pride in educating Washington students and that there was a strong sense of respect from members of the campus community. Parents also expressed satisfaction with the school's outreach to parents using the website and social media.

EL Parent Survey: Parents who completed the EL Parent Survey identified several strong areas of the Washington instructional program. The parents stated that the school is a welcoming and safe environment, challenges students academically and keeps parents informed regarding student progress. Parents also stated that parental involvement and voice is valued and encouraged at the school. 95% of parents reported attending at least one parent involvement activity and that students receive strong instruction geared toward student development of academic English.

### Input from Staff:

Our Site Leadership Team (SLT) will be focusing this year on lesson design relating to close and analytical reading of high level text. Professional development will utilize the professional learning community (PLC) process and practices such as student work and assignment analysis.

At the end of the academic year, staff provided input based on campus climate/PBIS. We identified areas of focus to support campus climate and student achievement. As a result of the survey, 14 minutes of "CORE" time was built into the Thursday bell schedule. During CORE time, staff provides instruction to students, targeting areas such as organization, note taking, tracking assignments, and anti-bullying.

Input from Parents:

The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, and Advisory and Information parent groups:

- Student Learning: The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.
- Home-School Communication: The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.
- School Safety: In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.
- Areas Identified for Training: How to Help with My Child's Homework--How to Improve My Child's Reading, Mathematical, and Writing Skills--The Grading Process/Report Cards--WMS Discipline Plan

Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington. Specific areas of strong satisfaction included after-school programs, technology, and communication.

## Classroom Observations

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

Site administrators conduct learning walks throughout the year, discussing implementation of district initiatives, including Depth of Knowledge Levels in classrooms, integration of technology to enhance Depth of Knowledge levels based on accountable talk, Common Core instruction, writing across Common Core Text Types, interactive math, project-based learning, GLAD, and Thinking Maps. In addition, site administrators conduct daily classroom visits and provide targeted feedback to staff. Staff Members also participate in peer-observations in order to promote collaboration and sharing of successful teaching strategies. Informal and formal observations are conducted by site administration for all staff members.

During the school year, Washington teachers also engage in weekly PLC meetings across grade levels and subjects as well as grade level PLC's in order to collaborate and share best practices.

Current findings show that Washington is making strong progress with implementing district initiatives. All classrooms have transitioned instruction to the Common Core State Standards. Washington classrooms also demonstrate higher levels of DOK. Targeted classroom visitations will continue throughout the year to ensure that Washington continues to make progress in all areas. Learning walks from 2018/19 indicated that Washington classrooms integrated technology regularly in the curriculum, support students in levels 2 and 3 of DOK, and that students collaborate with each other regularly.

## 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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Washington Middle School teachers analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each semester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Washington Middle School meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered Systems of Support), and technology.

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

Washington Middle School staff works with a District Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. TOSAs also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with our District wide teams we meet quarterly and discuss data analysis standards based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Teams of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, ELD, and technology based programs such as iReady.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* MTSS, IEP and 504 plans
- \* ELD program
- \* MTSS
- \* Technology supports for academic learning
- \* Parent Institute for Quality Education

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTSA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.



## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

\*LCFF

\*District funding

## School Profile

At Washington Middle School we continually focus on our two primary goals. We seek to develop students who achieve academic success and to foster student character in the areas of personal responsibility and respect for self and others. We endeavor to see our students promote from our school ready for the next level academically and personally.

The WMS Patriot teaching staff is proud to continue our work as a strong Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy. We continue to offer our illustrious Project Lead the Way (PLTW) program. In order to provide a more rich and diverse experience for all students, we added the A (Arts) by offering Art, Music, and Drama classes through our elective program.

## 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**

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), and input from Staff and Students. The following summaries are based upon staff, parent, and student surveys, minutes/findings from Leadership Team and PLC meetings:

#### Surveys:

La Habra City School District provides the support of K12 Insight in order to collect and disaggregate parent survey information data. All parents receive a Title I parent survey. In addition, parents of English Language Learners receive a supplemental survey. Due to the impact COVID 19 had on the 2019-2020 school year data was not available, so this data is drawn from the most recent survey data available, the 2018-2019 school year.

#### Title I Parent Survey:

The Title I Survey was completed and available to all parents in both English and Spanish. Results are tabulated and reported using K-12 Insight. Parents completing the Title I survey expressed strong overall satisfaction with their experience at Washington Middle School. Some highlights include a welcoming school environment, where over 94% of parents agreed that they are made to feel welcome when at the school. 82% of parents agreed that all is being done to ensure a safe learning environment for students. With regard to parent involvement, over 70% of parents agreed that there are strong opportunities for parent involvement on campus. Some comments that parents expressed included, that the school staff was helpful and took great pride in educating Washington students, and that there was a strong sense of respect from members of the campus community. Parents also expressed satisfaction with the school's outreach to parents using the website and social media.

#### EL Parent Survey:

Parents who completed the EL Parent Survey identified several strong areas of the Washington instructional program, which included that the school is a welcoming and safe environment, the school challenges students academically and keeps parents informed regarding student progress, parental involvement and voice is valued and encouraged at the school. 92% of parents reported attending at least one parent involvement activity, and that students receive strong instruction geared toward student development of academic English. Students also completed a student engagement survey. Overall, Washington received positive scores for overall engagement, cognitive engagement, and social and emotional engagement, scoring 3 or over in each category on a 4 point scale. There were many positive student comments regarding support from teachers, enjoyment of PBIS programs and celebrations, and that students felt safe at Washington.

#### Input from Staff:

Our Site Leadership Team (SLT) will be focusing this year on lesson design relating to close and analytical reading of high level text and writing. Professional development will utilize the professional learning community (PLC) process and practices such as student work and assignment analysis and learning walks. Washington is working with Innovate Ed to support the SLT team. We will gather and utilize both "lead" and "lag" data throughout the year to measure student progress in this area. Lead data will include assessments given through Illuminate, student work, and assignment samples, student performance on classroom-based assessments, and learning walks. As a "lag" measure, we will utilize students growth on 2019/20 CAASPP assessments. At the end of the academic year, staff provided input based on campus climate, PBIS, and Restorative Justice strategies. We identified areas of focus to support campus climate and student achievement. As a result of the survey, 19 minutes of "CORE" time was built into the Wednesday bell schedule. During CORE time, staff provides instruction to students, targeting areas such as organization, note taking, tracking assignments, anti-bullying, social skills, and social/emotional learning.

#### Input from Parents:

The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, and Advisory and Information parent groups.

#### Student Learning:

The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.

#### Home-School Communication:

The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.

#### School Safety:

In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.

#### Areas Identified for Training:

The areas identified for additional training were How to Help with My Child 's Homework, Improving My Child's Study Skills, Ways to Increase Involvement in My Child 's Education, How to help my Child Build Healthy Habits . Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington. Specific areas of strong satisfaction included after-school programs, technology, and communication.

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.12%	0.17%	0.17%	1	1	1
African American	0.74%	0.68%	0.69%	6	4	4
Asian	1.97%	2.39%	1.37%	16	14	8
Filipino	0.98%	1.02%	1.37%	8	6	8
Hispanic/Latino	87.96%	87.73%	88.34%	716	515	515
Pacific Islander	%	%	0%			0
White	7.13%	6.64%	7.55%	58	39	44
Multiple/No Response	%	%	0.51%			0
Total Enrollment				814	587	583

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	250		
Grade 7	276	284	309
Grade 8	288	303	274
Total Enrollment	814	587	583

### Conclusions based on this data:

1. The overall school population has decreased due the fact that Washington now serves grades 7 and 8.
2. Our Hispanic/Latino population is dominate, which matches the demographics of our city.
3. Our overall demographics remain consistent for the past three 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	188	129	139	23.1%	22.0%	23.8%
Fluent English Proficient (FEP)	326	233	197	40.0%	39.7%	33.8%
Reclassified Fluent English Proficient (RFEP)	24	0	9	11.7%	0.0%	7.0%

### Conclusions based on this data:

1. We recognize the number of EL students dropped significantly with our district reconfiguration 2 years ago. However, the last two year our number of EL students has remained consistent.
2. We recognize that the number of FEP students slowed due to the decreased overall EL population.
3. We understand the need for training to address new EL content standards and instructional strategies to meet the needs of our EL population.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	255		272	248		272	248		98.9	97.3	
Grade 7	287	276	284	284	273	280	284	272	279	99	98.9	98.6
Grade 8	280	293	305	278	288	301	278	286	301	99.3	98.3	98.7
All	842	824	589	834	809	581	834	806	580	99	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2496.	2485.		8.82	7.66		25.74	22.98		32.35	32.66		33.09	36.69	
Grade 7	2523.	2545.	2538.	12.32	14.71	14.34	26.41	34.93	36.20	29.58	26.10	21.15	31.69	24.26	28.32
Grade 8	2546.	2528.	2547.	9.35	9.44	11.63	31.65	25.87	31.23	32.73	28.32	30.23	26.26	36.36	26.91
All Grades	N/A	N/A	N/A	10.19	10.67	12.93	27.94	28.04	33.62	31.53	28.91	25.86	30.34	32.38	27.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.66	10.08		50.00	41.94		39.34	47.98	
Grade 7	14.44	19.85	18.64	44.01	44.12	40.50	41.55	36.03	40.86
Grade 8	15.47	12.24	17.28	44.96	40.56	50.17	39.57	47.20	32.56
All Grades	13.55	14.14	17.93	46.28	42.18	45.52	40.17	43.67	36.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.07	15.73		47.06	43.95		37.87	40.32	
Grade 7	26.41	31.00	31.65	44.72	49.08	47.48	28.87	19.93	20.86
Grade 8	20.50	16.84	18.94	53.60	49.12	53.82	25.90	34.04	27.24
All Grades	20.74	21.27	25.04	48.44	47.51	50.78	30.82	31.22	24.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.46	6.85		64.34	65.73		27.21	27.42	
Grade 7	5.63	7.72	9.32	63.73	64.71	64.16	30.63	27.57	26.52
Grade 8	8.99	8.74	11.96	74.46	62.24	66.45	16.55	29.02	21.59
All Grades	7.67	7.82	10.69	67.51	64.14	65.34	24.82	28.04	23.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.49	19.35		49.63	51.21		30.88	29.44	
Grade 7	22.18	27.94	27.24	50.70	53.31	48.39	27.11	18.75	24.37
Grade 8	20.50	17.83	22.92	52.52	51.05	49.17	26.98	31.12	27.91
All Grades	20.74	21.71	25.00	50.96	51.86	48.79	28.30	26.43	26.21

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Grade 7 students maintained their ELA achievement scores; 50% of grade 7 students scored Standard Met or Exceeded with regard to their Overall Achievement score. The number of 8th Grade students who scored Standard Met or Exceeded increased from 35% in 2017-2018 to 43% in 2018-2019.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, listening continues to be a challenge area on the CAASPP for Washington students. In Listening, 75% of students performed At, Near, or Above standard proficiency. This represents a 3% increase from 2017-2018. Teachers in all content areas will continue to develop content relevant lessons to address the listening needs of all students.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Reading will continue to be a focus area this year at Washington. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. In the previous year, all students showed an increase in the percent of students scoring Above, At, or Near Standard from 56% in 2017-2018 to 63% in 2018-2019. The SLT will be leading staff through school-wide implementation of close reading and research-based note taking strategies to support improved achievement in this area.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	256		272	253		272	250		98.9	98.8	
Grade 7	287	275	284	283	273	280	283	273	280	98.6	99.3	98.6
Grade 8	280	293	304	278	290	300	278	290	299	99.3	99	98.7
All	842	824	588	833	816	580	833	813	579	98.9	99	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2487.	2479.		8.46	8.40		18.75	19.60		30.15	26.80		42.65	45.20	
Grade 7	2469.	2499.	2487.	6.71	8.79	10.00	9.89	18.32	15.00	29.33	29.30	29.29	54.06	43.59	45.71
Grade 8	2503.	2475.	2492.	7.55	7.24	8.03	11.87	8.28	13.04	26.98	19.31	25.75	53.60	65.17	53.18
All Grades	N/A	N/A	N/A	7.56	8.12	8.98	13.45	15.13	13.99	28.81	24.97	27.46	50.18	51.78	49.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.71	12.00		33.82	30.80		51.47	57.20	
Grade 7	9.19	14.65	13.93	24.73	30.04	31.43	66.08	55.31	54.64
Grade 8	9.71	8.97	9.70	29.14	19.66	26.76	61.15	71.38	63.55
All Grades	11.16	11.81	11.74	29.17	26.57	29.02	59.66	61.62	59.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.76	11.60		42.28	41.60		45.96	46.80	
Grade 7	7.07	12.82	11.79	42.40	43.22	38.57	50.53	43.96	49.64
Grade 8	8.99	10.00	13.04	39.93	41.03	36.12	51.08	48.97	50.84
All Grades	9.24	11.44	12.44	41.54	41.94	37.31	49.22	46.62	50.26



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.56	11.20		43.38	36.00		47.06	52.80	
Grade 7	8.13	8.42	8.57	46.29	57.14	51.07	45.58	34.43	40.36
Grade 8	5.76	5.86	9.03	51.44	41.72	48.16	42.81	52.41	42.81
All Grades	7.80	8.36	8.81	47.06	45.14	49.57	45.14	46.49	41.62

**Conclusions based on this data:**

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, 27% of 7th grade students performed Above, At, or Near Standard in Mathematics in 2017-2018, while 25% of 7th grade students performed Above, At, or Near Standard in Mathematics in 2018-2019, showing a decrease of 2% in performance. 8th grade students showed a 5.5% increase of students who performed Above, At, or Near Standard in Mathematics from 15.5% in 2017-2018, to 21% in 2018-2019.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Communicating reasoning continues to be an area of growth on the CAASPP for Washington students. In the previous year, in Communicating reasoning, 53% of students performed Above, At, or Near Standard in Mathematics in 2017-2018, while 58% performed at that level in 2018-2019.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Concepts and Procedures has proven to be an area of growth on the CAASPP for Washington students. In Concepts and Procedures, 38% of students performed Above, At, or Near Standard in 2017-2018 while 40% performed at that level in 2018-2019.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1508.0		1498.1		1517.4		56	
Grade 7	1562.0	1526.7	1585.9	1523.3	1537.8	1529.6	41	70
Grade 8	1542.7	1567.1	1541.5	1587.5	1543.4	1546.0	80	43
All Grades							177	113

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		37.50		42.86		*		56	
7	53.66	11.43	31.71	48.57	*	31.43	*	8.57	41	70
8	38.75	32.56	40.00	41.86	13.75	25.58	*	0.00	80	43
All Grades	32.20	19.47	37.29	46.02	22.60	29.20	7.91	5.31	177	113

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.64		55.36		21.43		*		56	
7	80.49	31.43	*	41.43	*	22.86		4.29	41	70
8	58.75	48.84	31.25	44.19	*	6.98	*	0.00	80	43
All Grades	51.41	38.05	35.03	42.48	9.60	16.81	*	2.65	177	113

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	21.43		67.86		*		56		
7	53.66	5.71	36.59	70.00	*	24.29	41	70	
8	37.50	34.88	52.50	53.49	*	11.63	80	43	
All Grades	36.16	16.81	53.67	63.72	10.17	19.47	177	113	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	39.29		57.14		*		56	
7	95.12	58.57	*	35.71		5.71	41	70
8	78.75	60.47	16.25	39.53	*	0.00	80	43
All Grades	70.06	59.29	26.55	37.17	*	3.54	177	113

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		19.64		76.79		56	
7	*	8.57	31.71	41.43	53.66	50.00	41	70
8	26.25	13.95	28.75	44.19	45.00	41.86	80	43
All Grades	16.38	10.62	26.55	42.48	57.06	46.90	177	113

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		83.93		*		56	
7	*	4.29	80.49	85.71	*	10.00	41	70
8	23.75	0.00	73.75	95.35	*	4.65	80	43
All Grades	16.95	2.65	78.53	89.38	*	7.96	177	113

**Conclusions based on this data:**

1. In the previous year, 65% of Washington's EL students performed at Level 3 or 4 on the 2018-2019 ELPAC. The Washington staff is working as PLC committees across content areas to better understand and implement the new EL Standards to move Long Term English Learners closer to RFEP designation.
2. In the previous year, 92% of EL students performed at Level 3 or 4 in Written Language on the 2018-2019 ELPAC. The Washington staff continues to focus on specific note-taking and writing strategies to meet the needs of all students.
3. In the previous year, 53% of EL students performed at Level 3 or 4 on the Reading Domain on the 2018-2019 ELPAC. The Washington staff continues to receive training and implement research based reading strategies (GLAD, Close Reading) to address the reading performance of all students.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	78.5	22.0	0.7
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	129	22.0
Foster Youth	4	0.7
Homeless	5	0.9
Socioeconomically Disadvantaged	461	78.5
Students with Disabilities	79	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	1	0.2
Asian	14	2.4
Filipino	6	1.0
Hispanic	515	87.7
Two or More Races	8	1.4
White	39	6.6





### Conclusions based on this data:

1. The majority of our students (88%) fall in the Hispanic category.
2. The majority of our students (77%) are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our Academic Performance area was yellow. Our goal is to continue to improve.
2. Emphasis is placed on student attendance and school climate measures in order to raise our attendance rates and decrease our suspension rates.
3. Continue to employ PBIS to improve attendance and continue to create a positive school climate.

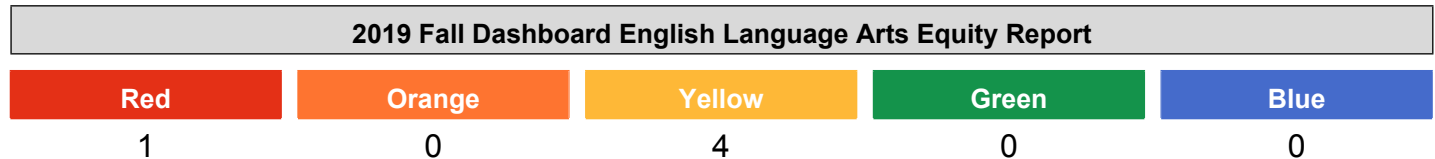
# School and Student Performance Data

## Academic Performance English Language Arts







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











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				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<div></div> <div>Yellow</div> <div>14.5 points below standard</div> <div>Increased ++14.9 points</div> <div>557</div>	<div></div> <div>Yellow</div> <div>56.7 points below standard</div> <div>Increased ++9.7 points</div> <div>230</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>4</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>6</div>	<div></div> <div>Yellow</div> <div>27.1 points below standard</div> <div>Increased Significantly ++18.3 points</div> <div>440</div>
Students with Disabilities				
<div></div> <div>Red</div> <div>114.2 points below standard</div> <div>Maintained -1.3 points</div> <div>78</div>				

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 28.2 points above standard Increased ++5 points 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Yellow 19 points below standard Increased Significantly ++18.1 points 496	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 8.2 points above standard Declined -13 points 32

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

<b>Current English Learner</b> 109.9 points below standard Increased ++6.5 points 111	<b>Reclassified English Learners</b> 7.1 points below standard Increased Significantly ++15 points 119	<b>English Only</b> 3.2 points above standard Increased ++8.1 points 211
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#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students fell in the yellow band.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students increased 14.9 points.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Reclassified English Learners increased significantly 15 points.

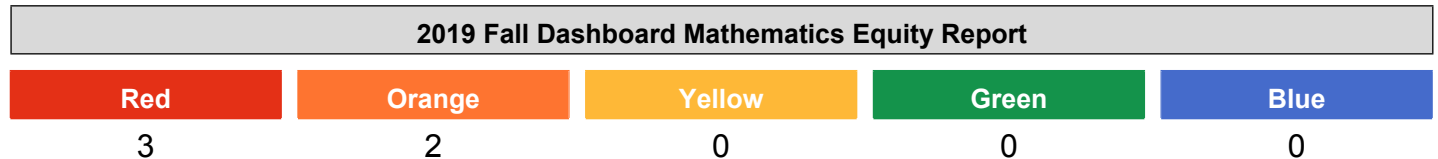
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.










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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 85.7 points below standard Declined -3.7 points 557	<b>English Learners</b>  Red 130.6 points below standard Declined -12.5 points 230	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Red 96.3 points below standard Maintained ++1.1 points 440	<b>Students with Disabilities</b>  Red 192.1 points below standard Declined Significantly -26.6 points 78



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 15 points above standard Increased ++4.2 points 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 91.2 points below standard Maintained -1.1 points 496	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>	<b>White</b>  Orange 67 points below standard Declined Significantly -30.8 points 32

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

<b>Current English Learner</b> 175.9 points below standard Declined -5.3 points 111	<b>Reclassified English Learners</b> 88.3 points below standard Declined Significantly -16.9 points 119	<b>English Only</b> 69.8 points below standard Declined -11.8 points 211
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#### Conclusions based on this data:

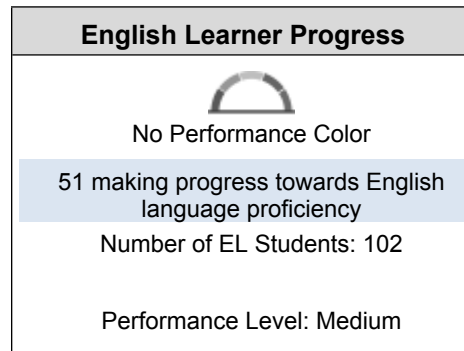
1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students declined in mathematics 3.7 points
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our Hispanic population declined 1.1 points, while our socioeconomically disadvantaged population went up 1.1 points.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our white population declined significantly 30.8 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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
20.5	28.4	4.9	46.0

#### Conclusions based on this data:

1. Our English Learner Progress is spread across the levels.
2. Improved and increased teacher training is helping to increase the number of students moving to the next higher level.
3. Teacher training opportunities have helped teachers in all departments provide Integrated ELD instruction.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

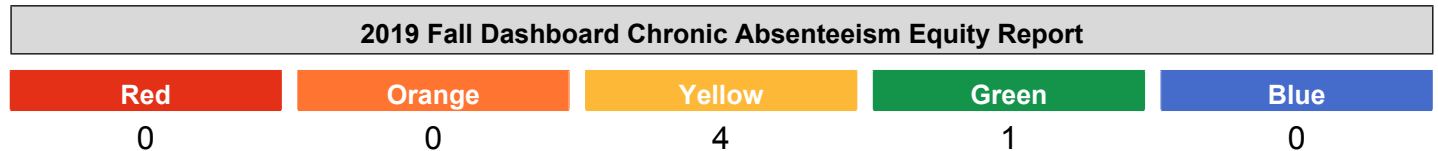
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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		
<b>All Students</b>  Green 7.2 Declined -1.4 607	<b>English Learners</b>  Yellow 7.6 Maintained +0.3 131	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  Yellow 7.6 Maintained -0.4 476	<b>Students with Disabilities</b>  Yellow 17.2 Declined -3.8 87

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 0 Maintained 0 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Green 7.1 Declined -1 533	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Yellow 14.3 Declined -3.7 42

### Conclusions based on this data:

1. Our Chronic Absenteeism is currently at green and remains an area of focus.
2. Improved school to home communication is designed to improve school attendance.
3. Increased communication and counseling services across campus, in addition to incentives, have been implemented to improve student attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

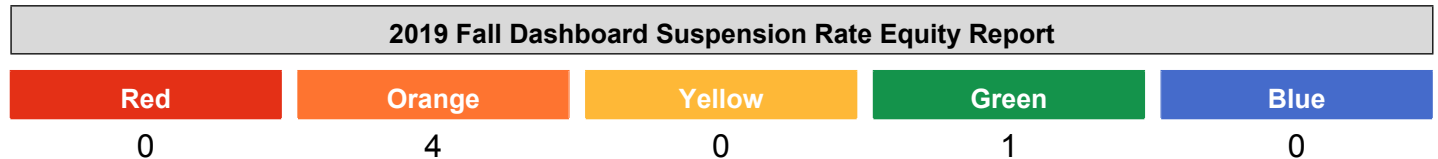
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










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		
<b>All Students</b>  Orange 5.7 Increased +0.8 614	<b>English Learners</b>  Orange 11.9 Increased +2.4 134	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 9	<b>Socioeconomically Disadvantaged</b>  Orange 6.7 Increased +1.6 480	<b>Students with Disabilities</b>  Green 7.8 Declined -4.1 90

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color 0 Declined -5.6 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 6
<b>Hispanic</b>  Orange 5.9 Increased +1.1 539	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 8	<b>Pacific Islander</b>	<b>White</b>  Orange 4.8 Increased +1.6 42

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	5.7

#### Conclusions based on this data:

1. Suspension Rate is also an area of continued focus.
2. Staff development on Social Emotional Learning strategies have been implemented to improve campus climate.
3. Continued implementation of PBIS and necessary staff development have been implemented to reduce student behavior issue leading to suspension.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 1

By June 2021, all students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Improving the reading levels and ability to write to complex level texts for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	46% of all student Met or Exceeded Standard	51% of students will Meet or Exceed Standard

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core reading curriculum (Amplify) on a daily basis. Teachers will collaborate around learning goals or objectives for learning, analysis of student data, looking at student work, standards-based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. iReady will be used to help with assessment data.
- Continue to refine the best practices of close reading, text-dependent questions, and constructed response with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies when appropriate. Depth of Knowledge (DOK) levels of questioning, and thinking maps will be used to increase rigor and promote higher level thinking and reasoning.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. Written and oral language frames will be used to support and promote academic language.
- Use differentiated instructional strategies such as respectful tasks, guided reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and TOSA will support students. Annotation symbols will be consistent schoolwide.
- Implement interdisciplinary units between content areas.
- Use field trips for teaching curriculum and engaging students.
- Schedule PLC meetings and release time for peer observations, analyze student work, and plan and share best practices related to standards-based instruction.
- Purchase supplemental materials and supplies such as Scope Magazine, books, web-based teacher resources, etc.
- Provide technology that will be used to enhance learning experience such as: blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Collaborate with our TOSA to support instruction and cycles of inquiry.
- Provide professional development opportunities/conferences for staff throughout the year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, AVID strategies and curriculum development.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Utilize AVID strategies to support academic success.
- Schedule the Site Leadership Team meetings during the year to learn current instructional strategies on focus area and collaborate on student learning
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum homeroom classes.
- Utilize library software to support self-checkout of library books and inventory of library books.
- Purchase agendas to support academic planning and organization.

- Purchase and implement technology to enhance the learning and engagement of all students and teachers.
- Purchase instructional software/applications.
- Purchase materials and supplies.
- Utilize iPads to have access to library books on-line and through a digital library.
- Purchase technology supplies (i.e. printers, ink, paper) to support implementation of technology to support instruction.
- Purchase color printer and ink to provide for supplemental instructional materials.
- Provide Parent Portal for parents to partner with staff in supporting student growth.
- Utilize a technology tech to support the use of technology as an instructional strategy.
- Utilize a library tech to support all ELA classes.
- Provide a Teacher on Special Assignment (TOSA) to support instruction and classroom management.
- Train student tutors to support peers.
- Provide access to copy machines - including lease agreements and necessary supplies.
- Provide students with options to read in other languages.
- Provide students with opportunities for self-assessment and reflections.
- Extend learning opportunities through the after school program, summer school program, and/or Saturdays (in person and virtually).
- Virtual learning will be implemented as needed using Edgenuity and/or staff from LHCS for students not participating in on-campus 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)
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
878	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
3500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
868	Title I 3000-3999: Employee Benefits Benefits on object 2000

2000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
1000	Title I 1000-1999: Certificated Personnel Salaries Release time
2000	Title I 3000-3999: Employee Benefits Benefits on object 1000
14000	Title I 4000-4999: Books And Supplies Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

### Strategy/Activity

Tier II

#### Small Group Intervention

In addition to Tier I support, staff will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. Instructional aides will be used to support small group instruction.
- Use supplementary materials, such as Scope Magazine, to provide identified students with appropriate leveled curriculum.
- Provide targeted intervention strategies for identified students. Students are identified through our Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Collaborate during PLC and/or release time to meet the needs of at-risk students based on data.
- Identify students at-risk of not meeting grade level standards using data. These students will be placed into the Read 180 class or System 44 class.
- Ensure Read 180 is taught by one general education teacher and supported by special education teacher and/or educational assistants. Students will be given targeted instruction using small groups as well as one-to-one instruction.
- Provide support staff/instructional assistants to conduct small group instruction.
- Provide support to students identified through the MTSS process.

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide small group instruction virtually for students struggling during Distance Learning (in person and/or virtually).
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Materials and supplies
2634	Title I 4000-4999: Books And Supplies Materials and supplies/technology
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
800	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.

- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I  
4000-4999: Books And Supplies  
Materials and supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Targeted classroom visitations were halted midyear due the COVID 19 pandemic. However, learning walks from 2018/19 indicated that Washington classrooms integrated technology regularly in the curriculum, supported students in levels 2 and 3 of DOK, and that students collaborated with each other regularly.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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.

Teachers will continue to work in PLC collaborative teams to review academic data and inform improved instructional practices utilizing the above strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Developing conceptual understanding in order to solve complex problems and communicate mathematical reasoning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	23% of students Met or Exceeded Standard	28% of students will Meet or Exceed Standard

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program



Staff will:

- Provide access to the CCSS through the district adopted core math curriculum (Math Links) on a daily basis. Teachers will collaborate with student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and administered on a regular basis. iReady will be used to help with assessment data.
- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Provide content objectives that will promote rigorous standards. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of think-pair-share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for teachers to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use research-based teaching strategies such as GLAD, thinking maps, Cornell notes, and differentiated instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques.
- Use technology within the classroom to support instruction at each grade level and purchase needed software and supplies to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Purchase supplemental materials and supplies as needed.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Receive professional development in research-based programs and practices.
- Provide opportunities for attendance at conferences to support student learning.
- Purchase technology supplies to support instruction.
- Provide release time/extra hours for curriculum development.
- Extend learning opportunities through the after school program and/or Saturdays.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus 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)
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
877	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
5000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
14000	Title I 4000-4999: Books And Supplies Materials and supplies
3000	Title I 4000-4999: Books And Supplies Materials and supplies/technology

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

### Strategy/Activity

Tier II

#### Small Group Intervention

In addition to Tier I support, staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide a push-in and/or a pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

- Extend learning opportunities through the after school program and/or Saturdays.
- Students will be trained as tutors for additional support.
- Provide small group instruction virtually for students struggling during Distance Learning.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
1000	Title I 1000-1999: Certificated Personnel Salaries Release Time
3000	Title I 4000-4999: Books And Supplies Materials and supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

#### Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group and/or individual instruction/intervention on campus for students struggling during Distance Learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
2000	Title I 4000-4999: Books And Supplies Material and supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

Due to the COVID 19 pandemic, we do not have data to assess the above goal for the 2019-2020 school year. However, data from the 2018-2019 school year shows that the strategy of utilizing a Math Lab intervention to help students build foundational math skills was not effective in meeting our articulated goal in the 2018-2019 school year.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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

We will focus on the above strategies to support students in achieving this goal. We will continue to work in PLC collaborative teams to review academic data and improve instructional practices.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Improving the academic English language proficiency of all English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	69% of students earned Level 3 or 4 Overall performance on ELPAC Assessment.	Increase to 74% earn Level 3 or 4 Overall performance on ELPAC Assessment.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

### Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program

Staff will:

- Use ELPAC and iReady data to place students in appropriate level of ELD and ELA instruction.
- Use instructional aides to support teaching and learning.
- Identify the EL level for each student and know appropriate level of instruction and questioning to support the student.
- Use Achieve 3000 and Imagine Learning app to support instruction.
- Use Teacher on Special Assignment (TOSA) to support instruction and provide teachers with necessary support as needed.
- Use research-based teaching strategies such as GLAD (CCD, input charts, 10:2), Thinking Maps, Cornell notes, SDAIE strategies, and differentiated instruction across all content areas.
- Receive professional development on research-based programs and practices that promote achievement for English Learners.
- Implement a wide range of depth of knowledge questions and activities/tasks to provide rigor.
- Monitor student achievement throughout each lesson using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction.
- Use written and oral language frames to support student responses.
- Collaborate through PLC's to analyze data, look at student work, and design lessons. Current research and instructional strategies will be available through conferences and professional development.
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement Amplify ELD as the ELD curriculum.
- Utilize technology to support and supplement curriculum for English Learners.
- Attend conferences to support student achievement.
- Purchase supplies as necessary to support instruction.
- Purchase color printer/ink to provide supplemental instructional material.
- Purchase Scope Magazine to support instruction.
- Purchase supplemental supplies to support curriculum. Teachers will be provided with release time for professional development in areas to increase student achievement.
- Purchase technology to enhance the learning and engagement for all students.
- Purchase software/applications/supplies to support instruction.
- Provide extended learning opportunities through the after school program and/or Saturday school.
- Provide release time/extra hours for curriculum development with differentiation.
- Virtual learning will be implemented as needed using Edgenuity and/or staff from LHCSD for students not participating in on-campus 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)

27562

Source(s)

Title I

	2000-2999: Classified Personnel Salaries Instructional aides
1000	Title I 2000-2999: Classified Personnel Salaries Translating
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
8000	Title I 4000-4999: Books And Supplies Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

#### Strategy/Activity

Tier II

Small Group Intervention

In addition to Tier I support, staff will:

- Conduct parent meetings with long-term English learners to set goals and understand steps to improve.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Provide small group instruction to support language acquisition for newcomers or long-term English learners.
- Provide small group instruction virtually for students struggling during Distance Learning.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.
- Purchase additional instructional materials to support English learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other items budgeted in Goals 1, 2, 4, 5

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity



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

These strategies are available to all students in need of them.

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English learners and set goals for learning.
- Use the MTSS process for identifying and supporting English learners at this tier.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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.

Students were placed into Designated ELD Language Arts courses to meet their developmental language needs. This helped us increase the number of students performing at Level 3 and Level 4 of language proficiency during the 2019-2020 school year.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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

We will continue to focus on the tiered approach above to support our students. Students will continue to receive exposure and practice with integrated ELD strategies in addition to specific practice with ELPAC course content.

# 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

Family Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in via zoom or in-person.

## Identified Need

Increase family engagement and participation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Calendar	NA	90%

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

Washington takes a comprehensive approach to promote parent involvement and community partnerships through outreach and regular communication designed to foster and strengthen relationships between our school community and all stakeholders.

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be invited to attend monthly awards assemblies where students are recognized for outstanding student achievement.

- Parent training evenings offered to keep parents informed and involved in their child's education:
- Parent Portal
- Internet Safety
- PIQE
- Positive Mental Health/Suicide Prevention
- Healthy Cooking
- High School Information Night
- Festivals
- Daycare will be provided as needed.
- Videos of trainings will be posted on school website when possible.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Student-led conferences will take place in the school year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences as well as MTSS meetings.
- Translators will be provided for conferences and MTSS meetings.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Digital signage will be used for parents and visitors to be kept up on current events.
- Nutrition classes will be offered to parents.
- Classroom visitations may be scheduled for parents to observe their children in class.
- Additional resources and materials may be purchased as needed.
- Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, PTA, ELAC, School Site Council, Festivals, Showcases, and Monthly Awards Assemblies.
- Parents will be informed of school activities through Aeries Communications, school website, and the school marquee.
- Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year.
- Materials will be translated into Spanish as needed.
- Community liaison will work with students and families to promote success of all students on campus and to engage parents and community members with our campus. The community liaison will also provide parent education during school, after-school, evening, and Saturday activities as well as during conferences.
- Release time will be provided for professional development for teachers, school counselor and Community Liaison.
- Materials and supplies will be purchased for counselor to actively engage students and parents.
- Substitutes will be provided for office clerk and school secretary.
- Extra hours will be available for office staff, including community liaison and counselor.
- Partnerships will be formed with local community members to promote positive relations as well as community involvement.

- Training/meetings will be held virtually if necessary.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCSO for students not participating in on-campus 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra hours
1500	Title I 4000-4999: Books And Supplies Materials and supplies - parent education
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
8000	Title I 4000-4999: Books And Supplies Materials and supplies for student and parent education/participation
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

The previous goal was focused on parent participation and volunteering on campus with school events. Due to the COVID 19 pandemic, we do not have valid data as to how well this goal was implemented.

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

Due to the COVID 19 pandemic, we did not spend as much as budgeted to meet the articulated goal.

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

This goal has changed to focus on monthly family engagement events. These changes can be found above in the section for Goal 4.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

Goal # 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2021, we will increase the number of families who indicate on the parent/family survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

## Identified Need

Creating a positive environment that promotes positive choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	NA	93%

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

Washington will continue to implement a school-wide PBIS program to promote a safe school environment and student wellness. As part of our comprehensive PBIS program, we provide Tier I, II, and III incentives to all students. PBIS is a research-based program designed to promote student social emotional learning, restorative justice, and a positive school climate.

- Assemblies/celebrations will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Monthly school wide celebrations will be held to promote a positive school climate.
- Celebrations will occur for exemplary academics, behavior, attendance, and/or citizenship.
- Rewards, incentives, and other materials will be purchased to promote a positive school climate.
- PBIS training will be provided to support teachers.

- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety, student wellness, and academic/character achievement for all.
- Release time and after school hours (pay) will be provided for MTSS support Team to support identification and implementation of interventions and analyze student data.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through lunch and after-school clubs.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Interventions will be implemented that help support student achievement such as Catch Up Cafe and Homeroom Interventions. As a PBIS strategy, we will purchase materials in order to offer incentives such as the Patriot Wheel.
- Regular emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing SWIS and Aeries for running analytics reports.
- Individual and group conferences/parent meetings will be offered to support students in making positive choices.
- Release time/extra hours will be provided for PBIS team to support implementation of PBIS and analyze data.
- Release time/extra hours will be provided to help teachers meet the social/emotional needs of our students in order to support student learning.
- Assemblies will be held to motivate and promote a positive school culture.
- PALs will be trained to promote a positive school culture.
- Extracurricular activities will be offered to support behavior during non-instructional times, such as lunch and after school (i.e theater arts, art, clubs, and sports.)
- Aeries communication and digital signage will be used to communicate with parents through phone calls, texts, emails, and marquee.
- Saturday reteaching opportunities will be offered for students struggling with engaging in positive school culture appropriately.
- Homeroom will meet weekly to support the emotional and social needs of our students.
- Transportation will be available for student activities that promote a positive school environment (sports, performing arts, community visits, etc.)
- Student attendance will be monitored through the MTSS process. Positive recognition will be provided through assemblies and rewards.
- Display boards will be purchased to display student work and positive social emotional health.
- Parent, students, staff School Compact will be signed describing expectations.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.
- Safety protocols and PPE will be utilized as needed while in the COVID19 pandemic.

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

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

Amount(s)	Source(s)
1440	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra hours office staff
602	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 2000
8000	Title I 5000-5999: Services And Other Operating Expenditures Software support/school safety
1553	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra Hours
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Celebrations/rewards
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The previous goal was focused on decreasing the number of off campus suspension. Due to the COVID 19 pandemic, we do not have valid data as to how well this goal was implemented.



Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 pandemic, we did not spend as much as budgeted to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has changed to focus on monthly family engagement events. These changes can be found above in the section for Goal 5.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,914.00

## 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	\$117,764.00

Subtotal of additional federal funds included for this school: \$117,764.00

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 - Supplemental and Concentration	\$29,150.00

Subtotal of state or local funds included for this school: \$29,150.00

Total of federal, state, and/or local funds for this school: \$146,914.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Supplemental and Concentration

29,150.00

Title I

117,764.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

17,553.00

2000-2999: Classified Personnel Salaries

30,002.00

3000-3999: Employee Benefits

5,225.00

4000-4999: Books And Supplies

81,334.00

5000-5999: Services And Other Operating Expenditures

12,800.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

LCFF - Supplemental and Concentration

6,553.00

2000-2999: Classified Personnel Salaries

LCFF - Supplemental and Concentration

1,440.00

3000-3999: Employee Benefits

LCFF - Supplemental and Concentration

2,357.00

4000-4999: Books And Supplies

LCFF - Supplemental and Concentration

18,000.00

5000-5999: Services And Other Operating Expenditures

LCFF - Supplemental and Concentration

800.00

1000-1999: Certificated Personnel Salaries

Title I

11,000.00

2000-2999: Classified Personnel Salaries	Title I	28,562.00
3000-3999: Employee Benefits	Title I	2,868.00
4000-4999: Books And Supplies	Title I	63,334.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,380.00
Goal 2	36,877.00
Goal 3	41,562.00
Goal 4	13,500.00
Goal 5	18,595.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Greg White	Principal
Stephanie Arballo	Parent or Community Member
Genoveva Manuel	Parent or Community Member
Leticia Reyes	Parent or Community Member
Josh Kang	Classroom Teacher
Julianna Moon	Classroom Teacher
Jason Morris	Classroom Teacher
Yannis Petrakis	Classroom Teacher
Yessica Chavez	Other School Staff
Christopher Elizarraras	Secondary Student
Andrea Guerra	Secondary Student
Natalie Rodriguez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 19, 2019.

Attested:



Principal, Greg White on 1/20/21

SSC Chairperson, Yannis Petrakis 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](mailto: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](mailto: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](mailto: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](mailto: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