

# North County Joint Union School District



## Regular Board Meeting

### ZOOM

**Meeting ID: 830 2467 4373**

**Passcode: T3qssQ**

Tuesday, December 15, 2020

Open Session

6:00 PM

#### Trustees

Reneé Faught

Cindy King

Frank O'Connell

Stan Pura

Ted Zanella

#### Administration

Jennifer Bernosky

Superintendent/Principal

Gabriella Armenta

Director of Student Services, Curriculum & Instruction

Kristi Vieyra

Administrative District Psychologist/Special Education Coordinator



# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

500 Spring Grove Rd.

Hollister, CA 95023

Board of Trustees

## REGULAR MEETING

### AGENDA AND ORDER OF BUSINESS

Tuesday, December 15, 2020

Open Session - 6:00PM

**Speaking at board meetings:** The public is encouraged to speak to the Board on issues of concern whether or not the issue(s) are on the agenda. To address the Board, please complete a speaker card and give it to the Administrative Assistant sitting next to the Superintendent. (Speaker cards are available on the entrance table.) If you want to speak to the Board on a subject listed on the agenda, you will be called to the podium at the time your item of interest is being considered by the Board. If the item is not on the agenda, you will be called to the podium during Public Comments (Item B). Public comments are limited to 3 minutes per person per topic, unless otherwise noted.

**Electronic devices:** Please turn the sound off all cell phones, pagers, PDAs, and other electronic devices, to avoid disrupting these proceedings.

	AGENDA ITEM	GO AL	PAGE
<b>A.</b>	<b>CALL TO ORDER 6:00 PM</b> (VIRTUAL MEETING – ZOOM -Meeting ID: 830 2467 4373 Passcode: T3qssQ) 1) Pledge of Allegiance 2) Administer Oath of Office to Newly Seated Board Members – Jennifer Bernosky, Superintendent/Principal a) Renee Faught b) Frank O'Connell c) Stan Pura 3) Approval of Agenda 4) Recognition of Visitors		1-4
<b>B.</b>	<b>PUBLIC COMMENTS</b> Public Comment cards must be completed prior to the start of the meeting of the Board. Speakers will be addressed in the order in which cards are received. In accordance with Board Policy 9323, procedures for the public to address the Board concerning any item on the agenda or to address the board during public comment shall be as follows: <ul style="list-style-type: none"><li>• Three (3) minutes may be allotted to each speaker with a maximum of 15 minutes per item.</li><li>• No boisterous conduct shall be permitted at any Board of Trustee meeting</li><li>• Personnel matters and pending litigation may not be discussed during public comments</li></ul>		
<b>C.</b>	<b>ANNUAL ORGANIZATION</b> 1) Election of Officers to Board of Trustees: President and Clerk 2) Assumption of Gavel by Elected Board President 3) Designation of Representative to the County Committee on School District Organization 4) Appointment of Superintendent as Board Secretary		5-6
<b>D.</b>	<b>REPORTS AND INFORMATION</b> 1) ASB Report – Spring Grove Student Council Member 2) Fiscal Services Report – Sheila Maes, Manager, Fiscal Services a) Budget 3) First Read Updates to Board Policies 6173 (Education for Homeless Students) and 6174(Education for English Learners) 4) Director's Report – Gabriella Armenta, Director of Student Services, Curriculum, and Instruction a) ELD Update b) Migrant Update c) Fall Writing Data 5) Principal's Report – Jennifer Bernosky, Superintendent/Principal a) Student Activities	3 5  1,3 1-3  1-5	8 9-10  11-42 43-91  92

"Every Spring Grove Student will receive an engaging, enriching, and rigorous educational experience using state and standards-based curriculum and consistent measures of growth and support to ensure student success."

Regular Board Meeting: December 15, 2020

	b) Student Academics c) Professional Learning Communities (PLC'S) d) Discipline/Suspension 6) Board Member Report 7) Area Trustee Report, Jennifer Bernosky – Superintendent/Principal 8) Superintendent's Report – Jennifer Bernosky – Superintendent/Principal a) Wall of Giving b) Student Enrollment c) Learning Continuity and Attendance Plan Update d) Update to School Plan During COVID	3 3 1-5	93 94 95-97
<b>E.</b>	<b>CONSENT ITEMS</b> <i>*These items are considered routine and may be enacted by the board in one motion. There is no discussion on these items prior to the motion unless a specific item is removed from the consent list.</i> 1) Approve Meeting Minutes, as presented (Regular Board Meeting, 11/11/20) 2) Approve the Personnel Exhibit, as presented 3) Approve District Warrant List: November 1, 2020-November 30, 2020 4) Approve the Investment of Funds Report for the Quarter Ending September 30, 2020, as presented		99-116
<b>F.</b>	<b>DISCUSSION / ACTION</b> 1. Approve Spring Grove School Calendars for the 2021/2022 and 2022/2023 School Years, as presented 2. Approve First Interim Report for the 2020/2021 School Year, as presented 3. Approve the 2020/2021 Certificated Seniority List, as presented 4. Approve the 2020/2021 LCFF Budget Overview for Parents, as presented 5. Declare Surplus Property, as presented 6. Approve Amended School Calendar for the 2020/2021 School Year	1-5  1-5 3 1-5 3 1-3	118-120  121-126 127-128 129-132 133 134-135
<b>G.</b>	<b>TRUSTEE FUTURE AGENDA ITEM</b>		
<b>H.</b>	<b>NEXT SCHEDULED MEETING OF THE BOARD OF TRUSTEES</b> January 14, 2021		
<b>I.</b>	<b>PUBLIC COMMENTS ON CLOSED SESSION AGENDA ITEMS</b> Public comments are limited to three (3) minutes with a maximum of 15 minutes per item.		
<b>J.</b>	<b>CONVENE TO CLOSED SESSION (if needed)</b> The Board of Trustees will meet in closed session to consider and/or discuss the following, pursuant to Government Code Section 54954.5 1. Conference with Legal Counsel - Existing/Anticipated Litigation/ Significant Exposure pursuant to Government Code 54956.9		
<b>K.</b>	<b>RECONVENE TO OPEN SESSION AND REPORT ACTION TAKEN IN CLOSED SESSION (if any)</b>		
<b>L.</b>	<b>ADJOURNMENT</b>		

In compliance with Government Code Section 54957.5 all documents related to this meeting are available for public viewing at North County Joint Union School District, 500 Spring Grove Road, Hollister, California.

\*Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, to participate in the Board meeting should contact the Superintendent in writing in accordance with the Americans with Disabilities Act. Notification of at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

"Every Spring Grove Student will receive an engaging, enriching, and rigorous educational experience using state and standards-based curriculum and consistent measures of growth and support to ensure student success."



# OATH OF OFFICE

# ***CERTIFICATE OF APPOINTMENT IN-LIEU OF ELECTION AND OATH OF OFFICE***

STATE OF CALIFORNIA     }  
                                      } ss.  
COUNTY OF SAN BENITO   }

*I, the undersigned County Clerk/Registrar of Voters of San Benito County, State of California, do hereby certify that in-lieu of the election held in and for the **North County Joint School District** on the 3rd day of November, 2020, **Stan Joseph Pura**, was appointed to the office of **Governing Board Member** on the **North County Joint School District**, for the term of 4 years, beginning 12/11/2020 and ending 12/13/2024, exactly as if elected at a District Election.*



*IN WITNESS WHEREOF, I have hereunto affixed my official seal this 1st day of December, 2020.*

JOE PAUL GONZALEZ, County Clerk/Registrar of Voters

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## **OATH OF OFFICE**

*I, **Stan Joseph Pura**, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.*

**Governing Board Member, North County Joint School District**

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*Stan Joseph Pura*

*Subscribed and sworn to before me this  
\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.*

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*(Name)*

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*(Title)*



# ***CERTIFICATE OF APPOINTMENT IN-LIEU OF ELECTION AND OATH OF OFFICE***

STATE OF CALIFORNIA     }  
                                      } ss.  
COUNTY OF SAN BENITO   }

*I, the undersigned County Clerk/Registrar of Voters of San Benito County, State of California, do hereby certify that in-lieu of the election held in and for the **North County Joint School District** on the 3rd day of November, 2020, **Renee Marie Faught**, was appointed to the office of **Governing Board Member on the North County Joint School District**, for the term of 4 years, beginning 12/11/2020 and ending 12/13/2024, exactly as if elected at a District Election.*



*IN WITNESS WHEREOF, I have hereunto affixed my official seal this 1st day of December, 2020.*

JOE PAUL GONZALEZ, County Clerk/Registrar of Voters

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## **OATH OF OFFICE**

*I, **Renee Marie Faught**, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.*

**Governing Board Member, North County Joint School District**

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Renee Marie Faught

*Subscribed and sworn to before me this  
\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.*

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(Name)

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(Title)





# ***CERTIFICATE OF APPOINTMENT IN-LIEU OF ELECTION AND OATH OF OFFICE***

STATE OF CALIFORNIA    }  
                                      }  
COUNTY OF SAN BENITO   }

I, the undersigned County Clerk/Registrar of Voters of San Benito County, State of California, do hereby certify that in-lieu of the election held in and for the **North County Joint School District** on the 3rd day of November, 2020, **Frank O'Connell**, was appointed to the office of **Governing Board Member on the North County Joint School District**, for the term of 4 years, beginning 12/11/2020 and ending 12/13/2024, exactly as if elected at a District Election.



IN WITNESS WHEREOF, I have hereunto affixed my official seal this 1st day of December, 2020.

JOE PAUL GONZALEZ, County Clerk/Registrar of Voters

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## **OATH OF OFFICE**

I, **Frank O'Connell**, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

**Governing Board Member, North County Joint School District**

\_\_\_\_\_  
Frank O'Connell

Subscribed and sworn to before me this  
\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(Title)



# **ANNUAL ORGANIZATION**

# **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Annual Organization: Board of Trustees**

**ACTION TO BE TAKEN: Election of Board Officers**

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**BACKGROUND INFORMATION:** Education code Section 35143 requires the governing board of each school district to hold an annual organizational meeting within the period of December 1-15, 2020 inclusive and to notify the County Superintendent of Schools of the day and time selected. Additionally, the Clerk of the Board, within 15 days prior to the annual meeting, shall notify, in writing, all members of the date and time selected. North County Joint Union School District Board of Trustees selected December 15, 2020 as the annual Organizational Meeting date. The County Superintendent has been notified of the date and time of the Organizational Meeting.

The following officers are to be selected at the North County Joint Union School District Board of Trustees 2020 Annual Organizational meeting:

President

Clerk

A representative for the following committee shall be selected:

Representative to County Committee on School District Organization

In addition, the Superintendent shall be appointed as Board Secretary.

**CONCLUSION:** It is requested that Superintendent, Jennifer Bernosky lead the discussion and selection of Board officers and representative to the County Committee on School District Organization.

# **REPORTS AND INFORMATION**

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE OF REPORT: December 15, 2020**

**REPORT BY: Morgen Ortiz**

**TOPIC OF REPORT: Student Council Activities**

**ACTION TO BE TAKEN: None – Information Only**

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## **BACKGROUND INFORMATION:**

Spring Grove has successfully made it to 4 months of school during COVID-19! These times have been rash and frankly very crazy, yet we have all put the time and effort in to make the most of our time here. Over the past few months ASB together has accomplished the following:

1. Clubs/Traditions: Clubs and Traditions has been a slow topic and it hasn't been a very smooth ride. Trying to find ways to bring everyone together with Spring Grove's favored traditions has been extremely difficult. Our ASB team, as well as everyone at Spring Grove including staff and students owe a lot of credit to Derek B. for stepping up to take this task on. He has been repetitively trying his best to start clubs back up during the pandemic.
2. Spirit Wear: I am especially excited for the following Spirit Wear days to come-  
\*Pajama Day|12/3/20|  
\*Ugly Christmas Sweaters|12/10/20|  
\*Christmas Wear|12/17/20|  
Pajama Day was a hit with Mrs. Painter at %113! Counting stays the same, but as we come back to school, we have more participants in Spirit Wear.
3. Student/Teacher of the month: Sadly, we won't be doing Student of the month at this time, but Teacher of the month is going to continue. Mrs. Canez won with multiple votes. ASB decided to get her a mug with candy and a card. We have also had talks about trying to get the teachers decorative/holiday themed pins to put on their lanyards indicating the month they won.
4. Fundraising: Fundraising has been quite confusing for all of us, but it has been sorted out and we have a plan. We have all agreed and talked about prizes, organization, and generally how we would do it. At the moment we don't need to fundraise, but next year we will definitely start trying. We would like to focus on using the money from recent fundraisers to support the teachers and students hard work, such as Student/Teacher of the month and year.

Overall, ASB this semester has been a challenge, yet we are here making more progress every day. I am truly glad I decided to become a part of all of this because it came with so many fun experiences, I get to be with friends, sort real life problems to prepare our future, and even just being able to be in charge a little bit knowing the school depends on me never gets old. I hope everyone stays safe and has a great break.

Merry Christmas and Happy New Year!

Thank You,

Morgen Ortiz



# **NORTH COUNTY JOINT UNION SCHOOL DISTRICT**

## **Fiscal Services**

### **BOARD REPORT**

DATE: December 15, 2020

REPORT BY: Sheila Maes, Manager, Fiscal Services

TOPIC: Fiscal Services Update

ACTION TO BE TAKEN: None- Informational

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**BACKGROUND INFORMATION:** A regular report from the Manager, Fiscal Services provides information and background for the Board as it relates to the District's budget.

**BUDGET:** North County Joint Union School District's fund 01 activity as of November 30, 2020: revenues \$2,496,549; expenses \$2,480,748. The expenditure to date within fund 01 is attached. Recently, the Legislative Analyst's Office (LAO) has updated the fiscal outlook for the state's revenue. The LAO is projecting that the 2020-21 Prop 98 Guarantee will be \$13.1 billion higher than what was estimated in the June Budget Act. This is a result of high-income earners and the stock market which have done very well and has led to higher capital gains. On the flip side, the pandemic is still having a devastating impact on the many Californians and many businesses. This change in revenues for the state potentially offers some relief for Local Educational Agencies with eliminating deferrals. The state will need to move quickly to eliminate the deferrals as they start in February. It bears some good news, but time will tell.

**CONCLUSION:** This report provides an opportunity for the Manager, Fiscal Services to share current information.

Monthly Expenditures  
Nov-20

SCHOOL YEAR  
42%

Function		Adopted Budget 20-21	1st Interim 10/31/2020	Expenses 11/30/2020	% of Budget spent
4100	Music Program	5,588	5,588	-	0%
4200	After School Sports	34,057	34,057	-	0%
1000	LCFF	3,194,100	3,265,864	1,196,597	37%
1000	LCAP	479,348	469,885	62,909	13%
2700	School Administration	570,855	583,219	223,713	39%
3600	Transportation	164,165	158,794	8,370	5%
7100	Board/Superintendent	360,263	371,169	130,046	36%
7200	District Administration	83,648	83,648	68,118	81%
7300	Fiscal Services	248,948	250,218	11,587	5%
7400	Human Resources*	9,300	9,300	11,277	121%
8200	Operations	412,113	428,265	151,723	37%
Resource					
1100	State Lottery	109,548	112,973	32,951	30%
1400	Education Protection Account	464,189	391,373	122,041	26%
8150	Maintenance	136,869	136,869	42,300	31%
3010	Title I	48,018	48,018	10,965	23%
3060/3061	Migrant Education	117,983	117,983	22,316	19%
4035	Title II - Teacher Quality	8,259	8,259	-	0%
6300	Lottery - Prop 20	34,702	34,702	1,863	5%
9014	Jr. Kinder	52,200	52,200	18,497	35%
9017	Student Recognition	3,000	3,000	421	14%
3310/6500	Special Education	1,125,312	1,133,433	187,480	17%
Learning Loss Mitigation Funds COVID-19					
3210	CARES Act ESSER	-	40,021	11,358	28%
3215	LLM- GEER	-	37,261	233	1%
3220	LLM-CRF	-	328,754	142,745	43%
7388	SB117 COVID 19	-	5,481	4,388	80%
7420	PROP 98	-	56,148	18,580	33%
		7,662,465	7,698,817	2,303,175	30%
CARES \$ COVID -19 TOTAL		-	467,665	177,304	38%
<b>Total</b>		<b>7,662,465</b>	<b>8,166,482</b>	<b>2,480,478</b>	<b>30%</b>

\*Prepaid expense that hit function in the 20-21 fiscal year

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Update to Board Policies 6173 and 6174**

**ACTION TO BE TAKEN: None - Informational**

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**BACKGROUND INFORMATION:** At times, the District needs to revise and/or add board policies.

The following board policies/regulations have been provided for a first read. Each policy has been updated to reflect the most current language provided from the California School Board Association (CSBA) and GAMUT.

BP6173 – Education for Homeless Children

BP6174 – Education for English Learners

AR6174 – Education for English Learners

Additions/changes to language are shown in green and deleted language is shown in red.

**CONCLUSION:** These policy changes will be brought back to the January meeting for approval.

**Policy 6173: Education For Homeless Children**

Status: DRAFT

Original Adopted Date: 09/23/2019 | Last Revised Date: 09/23/2019

The Board of Trustees desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf. 3553 – Free and Reduced Price Meals)

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee may report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### State References

5 CCR 4600-4670

Ed. Code 39807.5

Ed. Code 48850

Ed. Code 48852.5

Ed. Code 48852.7

Ed. Code 48915.5

Ed. Code 48918.1

Ed. Code 51225.1-51225.3

Ed. Code 52052

Ed. Code 52060-52077

#### Description

[Uniform complaint procedures](#)

[Payment of transportation costs by parents](#)

[Participation of homeless students and foster youth in extracurricular activities and interscholastic sports](#)

[Notice of educational rights of homeless students](#)

[Education of homeless students; immediate enrollment](#)

[Recommended expulsion, homeless student with disabilities](#)

[Notice of recommended expulsion](#)

[Graduation requirements](#)

[Accountability; numerically significant student subgroups](#)

[Local control and accountability plan](#)

#### Federal References

20 USC 1087vv

#### Description

[Free Application for Federal Student Aid; definitions](#)

20 USC 1232g	<a href="#">Family Educational Rights and Privacy Act (FERPA) of 1974</a>
20 USC 6311	<a href="#">State plan</a>
42 USC 11431-11435	<a href="#">McKinney-Vento Homeless Assistance Act</a>
42 USC 12705	<a href="#">Cranston-Gonzalez National Affordable Housing Act; state and local strategies</a>

### Management Resources References

California Child Welfare Council  
California Department of Education Publication  
National Center for Homeless Education Publication  
U.S. Department of Education Guidance  
U.S. Department of Education Guidance

Website

Website

Website

Website

Website

### Description

[Partial Credit Model Policy and Practice Recommendations](#)  
[Homeless Education Dispute Resolution Process, January 30, 2007](#)  
[Homeless Liaison Toolkit, 2013](#)  
[Dear Colleague Letter, July 27, 2016](#)  
[Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016](#)  
[California Department of Education, Homeless Children and Youth Education](#)  
[National Center for Homeless Education at SERVE](#)  
[National Law Center on Homelessness and Poverty](#)  
[U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities](#)  
[California Child Welfare Council](#)

### Cross References

0410  
0460  
0460  
0500  
1113  
1113  
1312.3  
1312.3  
3250  
3250  
3260  
3260  
3515.4  
3515.4  
3541  
3550  
3550  
3553  
3553  
4131  
4231

### Description

[Nondiscrimination In District Programs And Activities](#)  
[Local Control And Accountability Plan](#)  
[Local Control And Accountability Plan](#)  
[Accountability](#)  
[District And School Web Sites](#)  
[District And School Web Sites](#)  
[Uniform Complaint Procedures](#)  
[Uniform Complaint Procedures](#)  
[Transportation Fees](#)  
[Transportation Fees](#)  
[Fees And Charges](#)  
[Fees And Charges](#)  
[Recovery For Property Loss Or Damage](#)  
[Recovery For Property Loss Or Damage](#)  
[Transportation Routes And Services](#)  
[Food Service/Child Nutrition Program](#)  
[Food Service/Child Nutrition Program](#)  
[Free And Reduced Price Meals](#)  
[Free And Reduced Price Meals](#)  
[Staff Development](#)  
[Staff Development](#)

4231	<a href="#">Staff Development</a>
4331	<a href="#">Staff Development</a>
4331	<a href="#">Staff Development</a>
5111	<a href="#">Admission</a>
5111	<a href="#">Admission</a>
5111.1	<a href="#">District Residency</a>
5111.1	<a href="#">District Residency</a>
5111.1-E(1)	<a href="#">District Residency</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5125	<a href="#">Student Records</a>
5125	<a href="#">Student Records</a>
5125.1	<a href="#">Release Of Directory Information</a>
5125.1	<a href="#">Release Of Directory Information</a>
5125.1-E(1)	<a href="#">Release Of Directory Information</a>
5125.2	<a href="#">Withholding Grades, Diploma Or Transcripts</a>
5132	<a href="#">Dress And Grooming</a>
5132	<a href="#">Dress And Grooming</a>
5141.26	<a href="#">Tuberculosis Testing</a>
5141.31	<a href="#">Immunizations</a>
5141.31	<a href="#">Immunizations</a>
5141.32	<a href="#">Health Screening For School Entry</a>
5141.6	<a href="#">School Health Services</a>
5141.6	<a href="#">School Health Services</a>
5144.1	<a href="#">Suspension And Expulsion/Due Process</a>
5144.1	<a href="#">Suspension And Expulsion/Due Process</a>
5144.2	<a href="#">Suspension And Expulsion/Due Process (Students With Disabilities)</a>
5145.6	<a href="#">Parental Notifications</a>
5145.6-E(1)	<a href="#">Parental Notifications</a>
6000	<a href="#">Concepts And Roles</a>
6011	<a href="#">Academic Standards</a>
6143	<a href="#">Courses Of Study</a>
6143	<a href="#">Courses Of Study</a>
6145	<a href="#">Extracurricular And Cocurricular Activities</a>
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**Policy 6174: Education For English Learners**

Status: DRAFT

Original Adopted Date: 11/12/2015 | Last Revised Date: 04/02/2020 | Last Reviewed Date: 04/02/2020

The Board of Trustees intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study; maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided English language development instruction targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

(cf. 0460 – Local Control and Accountability Plan)

(cf. 3100 – Budget)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 – Academic Standards)

(cf. 6141 – Curriculum Development and Evaluation)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

(cf. 6161.11 – Supplementary Instructional Materials)

(cf. 6171 – Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 – Staff Teaching English Language Learners)

The Superintendent or designee may provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. (20 USC 6825)

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

(cf. 0420 – School Plans/Site Councils)

(cf. 1220 – Citizen Advisory Committees)

(cf. 6020 – Parent Involvement)

### **Staff Qualifications and Training**

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

### **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45 which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student he/she is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6152.51 – State Academic Achievement Tests)

### **Language Acquisition Programs**

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5

### Placement of English Learners

Students who are English learners shall be educated through "structured English immersion" (also known as "sheltered English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

"Nearly all," for the purpose of determining the amount of instruction to be conducted in English, means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

### Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301) pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

(cf. 6162.5 – Student Assessment)

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

Better in Core Classes

Passed the District writing assessment (3)

Scored Early Advanced on CELDT

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.

A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

### Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above.
8. A comparison of data between the different language acquisition programs offered by the district .

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State References**

5 CCR 11300-11316  
 5 CCR 11510-11517.5  
 5 CCR 11517.6-11519.5  
 5 CCR 854.1-854.3  
 5 CCR 854.9  
 Ed. Code 300-340  
 Ed. Code 305-310  
 Ed. Code 313-313.5  
 Ed. Code 33050  
 Ed. Code 42238.02-42238.03  
 Ed. Code 430-446  
 Ed. Code 44253.1-44253.11  
 Ed. Code 48980  
 Ed. Code 48985  
 Ed. Code 52052  
 Ed. Code 52060-52077  
 Ed. Code 52160-52178  
 Ed. Code 56305  
 Ed. Code 60603  
 Ed. Code 60640  
 Ed. Code 62002.5

**Federal References**

20 USC 1412  
 20 USC 1701-1705  
 20 USC 6311  
 20 USC 6312  
 20 USC 6801-7014  
 20 USC 7801  
 34 CFR 100.3  
 34 CFR 200.16

**Management Resources References**

Attorney General Opinion  
 California Department of Education Publication  
 California Department of Education Publication  
 California Department of Education Publication  
 California Department of Education Publication

**Description**

[English learner education](#)  
[California English Language Development Test](#)  
[English Language Proficiency Assessments for California](#)  
[CAASPP and universal tools, designated supports, and accommodations](#)  
[CAASPP and unlisted resources for students with disabilities](#)  
[English language education for immigrant children](#)  
[Language acquisition programs](#)  
[Assessment of English proficiency](#)  
[Nonwaivable provisions](#)  
[Local control funding formula](#)  
[English Learner and Immigrant Pupil Federal Conformity Act](#)  
[Qualifications of teachers of English learners](#)  
[Parental notifications](#)  
[Notices to parents in language other than English](#)  
[Accountability; numerically significant student subgroups](#)  
[Local control and accountability plan](#)  
[Bilingual Bicultural Act of 1976](#)  
[CDE manual on English learners with disabilities](#)  
[Definition, recently arrived English learner](#)  
[California Assessment of Student Performance and Progress](#)  
[Continuation of advisory committee after program sunsets](#)

**Description**

[State eligibility](#)  
[Equal Educational Opportunities Act](#)  
[State plan](#)  
[Local educational agency plan](#)  
[Limited English proficient and immigrant students](#)  
[Definition of English learner](#)  
[Discrimination prohibited](#)  
[Assessment of English learners](#)

**Description**

[83 Ops.Cal.Atty.Gen. 40 \(2000\)](#)  
[Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015](#)  
[California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018](#)  
[Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18](#)  
[Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017](#)

California Department of Education Publication	<a href="#">Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015</a>
California Department of Education Publication	<a href="#">Common Core State Standards for Mathematics, rev. 2013</a>
California Department of Education Publication	<a href="#">English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012</a>
California Department of Education Publication	<a href="#">English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve</a>
Court Decision	<a href="#">Valeria O. v. Davis, (2002) 307 F.3d 1036</a>
Court Decision	<a href="#">California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141</a>
Court Decision	<a href="#">McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196</a>
Court Decision	<a href="#">Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698</a>
CSBA Publication	<a href="#">English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. Sep 2016</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014</a>
The Education Trust- West Publication	<a href="#">Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018</a>
The Education Trust- West Publication	<a href="#">Unlocking Learning: Science as a Lever for English Learner Equity, January 2017</a>
U.S. Department of Education Publication	<a href="#">English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA)</a>
U.S. Department of Education Publication	<a href="#">Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017</a>
U.S. Department of Education Publication	<a href="#">Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017</a>
U.S. Department of Education Publication	<a href="#">English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016</a>
U.S. Department of Education Publication	<a href="#">Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015</a>
Website	<a href="#">National Clearinghouse for English Language Acquisition</a>
Website	<a href="#">The Education Trust-West</a>
Website	<a href="#">California Department of Education, English Learners</a>
Website	<a href="#">California Association for Bilingual Education</a>
Website	<a href="#">U.S. Department of Education</a>
Website	<a href="#">CSBA</a>

## Cross References

0200  
0420  
0420

## Description

[Goals For The School District](#)  
[School Plans/Site Councils](#)  
[School Plans/Site Councils](#)

0460	<a href="#">Local Control And Accountability Plan</a>
0460	<a href="#">Local Control And Accountability Plan</a>
1220	<a href="#">Citizen Advisory Committees</a>
1220	<a href="#">Citizen Advisory Committees</a>
1312.3	<a href="#">Uniform Complaint Procedures</a>
1312.3	<a href="#">Uniform Complaint Procedures</a>
3100	<a href="#">Budget</a>
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4131	<a href="#">Staff Development</a>
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4331	<a href="#">Staff Development</a>
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6120	<a href="#">Response To Instruction And Intervention</a>
6141	<a href="#">Curriculum Development And Evaluation</a>
6141	<a href="#">Curriculum Development And Evaluation</a>
6142.1	<a href="#">Sexual Health And HIV/AIDS Prevention Instruction</a>
6142.1	<a href="#">Sexual Health And HIV/AIDS Prevention Instruction</a>
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6151	<a href="#">Class Size</a>
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6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
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6162.5	<a href="#">Student Assessment</a>
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6164.5	<a href="#">Student Success Teams</a>
6164.5	<a href="#">Student Success Teams</a>
6164.6	<a href="#">Identification And Education Under Section 504</a>
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## **Regulation 6174: Education For English Learners**

**Status:** DRAFT

**Original Adopted Date:** 11/12/2015 | **Last Revised Date:** 04/02/2020 | **Last Reviewed Date:** 04/02/2020

### **Definitions**

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801) English learner, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Structured English immersion (also known as "sheltered English immersion") means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

### **Identification and Assessments**

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that

the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5) assessed for English proficiency using the state's designated English language proficiency test. (Education Code 313, 52164.1; 5 CCR 11511)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.7. Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

(cf. 6152.51 – State Academic Achievement Tests)

(cf. 6159 – Individualized Education Program)

(cf. 6164.6 – Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
  - b. The manner in which the program will meet the educational strengths and needs of the student

- c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
  - e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
  5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
  6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
  7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

#### Parental Notifications

The Superintendent or designee shall provide the following written notifications to parents/guardians of English learners:

1. Assessment Notification: The district shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 – Parental Notifications)

2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

#### Parental Exception Waivers

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists: (Education Code 310-311)

1. The student already possesses sufficient English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.

2. The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.

3. The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the principal and educational staff that the student has special physical, emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

Upon request for a waiver, the Superintendent or designee shall provide parents/guardians with a full written description and, upon request, a spoken description of the intent and content of the structured English immersion program, any alternative courses of study, all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices. For a request for waiver pursuant to item #3 above, the Superintendent or designee shall notify the parent/guardian that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver must be approved by the Superintendent pursuant to any guidelines established by the Governing Board. (Education Code 310, 311; 5 CCR 11309)

The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (Education Code 311; 5 CCR 11309)

When evaluating waiver requests pursuant to item #1 above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluations of such students.

Parental exception waivers pursuant to item #2 above shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to item #3 above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological, or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

All parental exception waivers shall be acted upon within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to item #3 above shall not be acted upon during the 30-day placement in an English language classroom. Such waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

Any individual school in which 20 or more students of a given grade level receive a waiver shall offer an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Otherwise, the students shall be allowed to

transfer to a public school in which such a class is offered. (Education Code 310)

In cases where a parental exception waiver pursuant to item #2 or #3 above is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

### **Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
  - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

#### Reclassification/Redesignation

~~The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)~~

~~1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers~~

~~2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers~~

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303) ~~The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)~~

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian involvement, including: ~~opinion and consultation~~

- a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

- b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed.

~~The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)~~

~~The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.~~

## Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308) ~~A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)~~

~~The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)~~



1. Developing ~~The development of~~ a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting ~~a~~ districtwide needs assessment on a school-by-school basis
3. Establishing ~~ment of~~ a district program, goals, and objectives for programs and services for English learners
4. Developing ~~ment of~~ a plan to ensure compliance with applicable teacher or aide requirements
5. Administering ~~ation~~ of the annual language census
6. Reviewing ~~of~~ and commenting ~~on~~ the district's reclassification procedures
7. Reviewing ~~of~~ and commenting ~~on~~ the required written parental notification ~~required to be sent to parents/guardians pursuant to 5 CCR 11300-11316~~

~~(cf. 0420 – School Plans/Site Councils)~~

~~(cf. 1220 – Citizen Advisory Committees)~~

~~(cf. 5020 – Parent Rights and Responsibilities)~~

~~(cf. 6020 – Parent Involvement)~~

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

#### LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

### State References

5 CCR 11300-11316  
 5 CCR 11510-11517.5  
 5 CCR 11517.6-11519.5  
 5 CCR 854.1-854.3  
 5 CCR 854.9  
 Ed. Code 300-340  
 Ed. Code 305-310  
 Ed. Code 313-313.5  
 Ed. Code 33050  
 Ed. Code 42238.02-42238.03  
 Ed. Code 430-446  
 Ed. Code 44253.1-44253.11  
 Ed. Code 48980  
 Ed. Code 48985  
 Ed. Code 52052  
 Ed. Code 52060-52077  
 Ed. Code 52160-52178  
 Ed. Code 56305  
 Ed. Code 60603  
 Ed. Code 60640  
 Ed. Code 62002.5

### Description

[English learner education](#)  
[California English Language Development Test](#)  
[English Language Proficiency Assessments for California](#)  
[CAASPP and universal tools, designated supports, and accommodations](#)  
[CAASPP and unlisted resources for students with disabilities](#)  
[English language education for immigrant children](#)  
[Language acquisition programs](#)  
[Assessment of English proficiency](#)  
[Nonwaivable provisions](#)  
[Local control funding formula](#)  
[English Learner and Immigrant Pupil Federal Conformity Act](#)  
[Qualifications of teachers of English learners](#)  
[Parental notifications](#)  
[Notices to parents in language other than English](#)  
[Accountability; numerically significant student subgroups](#)  
[Local control and accountability plan](#)  
[Bilingual Bicultural Act of 1976](#)  
[CDE manual on English learners with disabilities](#)  
[Definition, recently arrived English learner](#)  
[California Assessment of Student Performance and Progress](#)  
[Continuation of advisory committee after program sunsets](#)

### Federal References

20 USC 1412  
 20 USC 1701-1705  
 20 USC 6311  
 20 USC 6312  
 20 USC 6801-7014  
 20 USC 7801  
 34 CFR 100.3  
 34 CFR 200.16

### Description

[State eligibility](#)  
[Equal Educational Opportunities Act](#)  
[State plan](#)  
[Local educational agency plan](#)  
[Limited English proficient and immigrant students](#)  
[Definition of English learner](#)  
[Discrimination prohibited](#)  
[Assessment of English learners](#)

### Management Resources References

Attorney General Opinion

### Description

[83 Ops.Cal.Atty.Gen. 40 \(2000\)](#)

California Department of Education Publication	<a href="#">Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015</a>
California Department of Education Publication	<a href="#">California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018</a>
California Department of Education Publication	<a href="#">Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18</a>
California Department of Education Publication	<a href="#">Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017</a>
California Department of Education Publication	<a href="#">Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015</a>
California Department of Education Publication	<a href="#">Common Core State Standards for Mathematics, rev. 2013</a>
California Department of Education Publication	<a href="#">English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012</a>
California Department of Education Publication	<a href="#">English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve</a>
Court Decision	<a href="#">Valeria O. v. Davis, (2002) 307 F.3d 1036</a>
Court Decision	<a href="#">California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141</a>
Court Decision	<a href="#">McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196</a>
Court Decision	<a href="#">Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698</a>
CSBA Publication	<a href="#">English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. Sep 2016</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016</a>
CSBA Publication	<a href="#">English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014</a>
The Education Trust- West Publication	<a href="#">Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018</a>
The Education Trust- West Publication	<a href="#">Unlocking Learning: Science as a Lever for English Learner Equity, January 2017</a>
U.S. Department of Education Publication	<a href="#">English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA)</a>
U.S. Department of Education Publication	<a href="#">Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017</a>
U.S. Department of Education Publication	<a href="#">Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017</a>
U.S. Department of Education Publication	<a href="#">English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016</a>
U.S. Department of Education Publication	<a href="#">Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015</a>
Website	<a href="#">National Clearinghouse for English Language Acquisition</a>
Website	<a href="#">The Education Trust-West</a>
Website	<a href="#">California Department of Education, English Learners</a>
Website	<a href="#">California Association for Bilingual Education</a>

Website	<a href="#">U.S. Department of Education</a>
Website	<a href="#">CSBA</a>

## Cross References

0200  
0420  
0420  
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## Description

[Goals For The School District](#)  
[School Plans/Site Councils](#)  
[School Plans/Site Councils](#)  
[Local Control And Accountability Plan](#)  
[Local Control And Accountability Plan](#)  
[Citizen Advisory Committees](#)  
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[Concepts And Roles](#)  
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[Curriculum Development And Evaluation](#)  
[Sexual Health And HIV/AIDS Prevention Instruction](#)  
[Sexual Health And HIV/AIDS Prevention Instruction](#)  
[Reading/Language Arts Instruction](#)  
[Class Size](#)  
[Class Size](#)  
[Placement In Mathematics Courses](#)  
[Distance Learning](#)  
[Individualized Education Program](#)  
[Selection And Evaluation Of Instructional Materials](#)

6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6161.1-E(1)	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6161.11	<a href="#">Supplementary Instructional Materials</a>
6162.5	<a href="#">Student Assessment</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6164.5	<a href="#">Student Success Teams</a>
6164.5	<a href="#">Student Success Teams</a>
6164.6	<a href="#">Identification And Education Under Section 504</a>
6164.6	<a href="#">Identification And Education Under Section 504</a>
6170.1	<a href="#">Transitional Kindergarten</a>
6171	<a href="#">Title I Programs</a>
6171	<a href="#">Title I Programs</a>
6173	<a href="#">Education For Homeless Children</a>
6173	<a href="#">Education For Homeless Children</a>
6173-E(1)	<a href="#">Education For Homeless Children</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.2	<a href="#">Education Of Children Of Military Families</a>
6173.2	<a href="#">Education Of Children Of Military Families</a>
6175	<a href="#">Migrant Education Program</a>
6175	<a href="#">Migrant Education Program</a>
6190	<a href="#">Evaluation Of The Instructional Program</a>

## NCJUSD Reclassification Form

Student:	Date:
Teacher:	Grade:

**38**

**Oral Language** Criteria (SOLOM) - Students must score a 4 or 5 in all areas except in pronunciation where a 3 is acceptable.

Comprehension:	Fluency:	Vocabulary:	Pronunciation:	Grammar:
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**English Language Proficiency Assessments for California (ELPAC)** - Students must show an overall score of high Level 3 or 4.

Test Section	Listening	Reading	Speaking	Writing	Overall
Scaled Score					
Level					

**California Assessment of Student Performance and Progress (CAASPP)** - Students must show Standards Met or Exceeded.  
**District Assessments** for Kindergarten - 2nd Grades -

SBAC Scale Score & Proficiency Level:	Reading Assessment: BPST -
District Writing Sample Score (using ELD Rubric):	Reading Assessment: Results -

**Parent opinion and input or notification sent** \_\_\_\_\_

### Site Recommendation for Redesignation

Superintendent/Principal:	Director of SSCI:
Teacher:	Parent (optional):

**39**

**Reclassification Follow-Up:** Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ (9/4/20)

### Student Oral Language Observation Matrix (SOLOM)

According to your observations, indicate with an X across the square in each category which best describes the student's abilities. Those students whose X marks fall to the right of the darkened lines will be considered for reclassification to FEP if test scores and achievement data also indicate English proficiency.

Student's name: \_\_\_\_\_

Teacher \_\_\_\_\_

Level	1	2	3	4	5
<b>A</b> Comprehension	Cannot be said to understand simple conversation.	Has great difficulty following what is said. Can understand only social conversation, spoken slowly.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything in normal speech, although occasional repetitions may be necessary	Understands everyday conversation and normal classroom discussions without difficulty.
<b>B</b> Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant, often forced into silence by language limitations.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses as the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is mostly fluent, with occasional lapses as the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless, approximating that of a native speaker.
<b>C</b> Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension difficult.	Frequently uses the wrong words; conversation somewhat limited due to limited vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas due to vocabulary inadequacy.	Use of vocabulary and idioms approximates that of a native speaker.
<b>D</b> Pronunciation	Pronunciation problems so severe as to make speech unintelligible.	Very hard to understand due to pronunciation problems; must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible although one is conscious of an accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
<b>E</b> Grammar	Errors in grammar and word order so severe as to make speech unintelligible.	Grammar and word order errors make comprehension difficult; must often rephrase or repeat.	Makes frequent errors in grammar and word order which obscure meaning.	Occasionally makes grammatical and/or word order errors, but they do not obscure meaning.	Grammar usage and word order approximate that of a native speaker.

ELD Writing Sample Scoring Guide - This scoring guide is for the purpose of evaluating language proficiency in writing.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ Level \_\_\_\_\_

Mark the box in each row that best describes the student's response in that area. If the response does not meet the minimum requirements for one point in each row, it receives a zero for that row. Write examples of major errors below. Add columns down first, then the totals across for total score. See scoring box for determining final level.

Early Advanced/Advanced (4 points)	Intermediate (3 points)	Early Intermediate (2 points)	Beginning (1 point)
Content fully addresses the prompt. Sequencing is logical and effective. Organization is appropriate for purpose and audience.	Content addresses most aspects of the prompt. Sequencing is obvious, may be formulaic. Organization generally supports the main point or story line.	Content addresses some aspects of the prompt. Sequencing is limited or confusing. Problems with organization make it hard for the reader to understand the main point or storyline.	Content minimally addresses the prompt. An attempt at sequencing may be evident. Content is strung together in random fashion.
Subject and predicate are in correct word order and have some syntactical complexity (e.g. multiple subjects, multiple objects, prepositional phrase, compound sentence, gerund used as a subject or object).	Subject and predicate are in correct word order in most sentences (complete or run-on).	Subject and predicate are in correct word order in at least 2 attempted, complete or run-on sentences.	Subject and predicate may be recognizable.
Spelling is mostly correct (as per grade level expectations), even on more difficult words. Capitals are consistently accurate for sentence beginnings and proper nouns. Punctuation is mostly correct, including use of commas and quotation marks if appropriate for response.	Spelling is generally correct or reasonably phonetic on common words, but more difficult words may be problematic. Capitals are more consistent and begin most sentences and some proper nouns (if applicable). End punctuation is correct; may experiment with other punctuation.	Spelling errors make the response difficult to understand, but some words are spelled correctly. Misspelled words are phonetically spelled. Capitals are inconsistent but begin some sentences. End punctuation is usually correct.	Spelling errors interfere with comprehensibility. Upper and lowercase letters are used interchangeably. Random punctuation exists.
Response contains elements from previous levels, but also includes correct usage of present perfect (e.g. has/have written), past perfect (had written), present perfect progressive (has/have been writing) and/or conditional (I would _____ if _____. OR if _____, then _____) in at least one sentence.	Response contains elements from previous levels, but also includes correct usage of irregular past tense verbs, and/or modals (i.e. could, should, would, might, may, must) in at least one sentence.	Response contains elements from previous level, but also includes correct usage of past progressive (i.e. was/were writing) and/or simple future tense (going to/will write) in at least one sentence.	Depending on the prompt, verb tenses are mostly simple present tense or present progressive (i.e. am/is/are writing) or simple past tense.
Grammar and syntax contain no errors, or very minor errors. Thoughtful transitions clearly connect ideas.	Grammar and syntax contain errors that do not interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, word order). Transitions work in a predictable fashion, may be formulaic.	Grammar and syntax contain errors that interfere with meaning (subject-verb agreement, incorrect verb form or tense, incorrect word order, lack of auxiliary verbs such as am, is, are). Transitions are starting to emerge but offer little help in moving from one idea to the next.	Grammar and syntax errors distort meaning. Connective transition "and" may be present.
Vocabulary is precise and/or detailed (e.g. specific adjectives and/or adverbs), and may include idioms or figurative language.	Vocabulary is adequate (e.g. use of common adjectives and/or adverbs) to address the prompt, but not elaborate.	Vocabulary is limited, imprecise and/or repetitive.	Vocabulary is severely limited (random words, phrases, nonsensical).

Add totals across \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ **Total score**

Grammar/syntax errors: \_\_\_\_\_

Verb errors/Spelling errors: \_\_\_\_\_





## English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:

Student #:

Date of Birth:

Grade:

Test Date: Fall 2020

School: Spring Grove Elementary

LEA: North County Joint Union  
Elementary

CDS:

## Overall Score

**1571**Well  
Developed

overall score is  
Level 4. More information  
on ; score is  
provided on page 2.

## What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.



Visit the Starting Smarter website at  
<https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

## What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1423) <b>Beginning to Develop</b> May know some English words and phrases.	(1424–1470) <b>Somewhat Developed</b> Can often use English to communicate simple ideas.	(1471–1531) <b>Moderately Developed</b> Can usually use English to learn new things in school.	(1532–1700) <b>Well Developed</b> Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at  
<https://caaspp-elpac.cde.ca.gov/>.



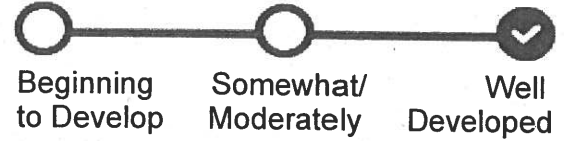
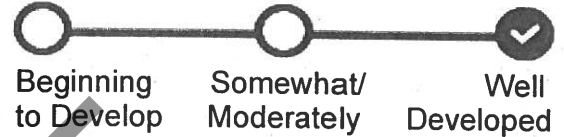
also received scores for Oral Language and Written Language

**Oral Language**

The Oral  
Language  
Score includes  
Listening and  
Speaking.



**1642**  
Well  
Developed

**Listening****Speaking****Written Language**

The Written  
Language  
Score includes  
Reading and  
Writing.



**1500**  
Moderately  
Developed

**Reading****Writing****Your Child's ELPAC Score History****Grade 1**

**1460**  
Moderately  
Developed

**Grade 2**

**1571**  
Well  
Developed

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: December 15, 2020**

**REPORT BY: Gabriella Armenta, Director of Student Services, Curriculum, and Instruction**

**TOPIC: Director's Report**

**ACTION TO BE TAKEN: None - Informational**

## English Language Development (ELD) Update

Our second virtual ELAC meeting was on December 3, 2020. We are currently seeking nominations for the positions of President, Vice-President, and Secretary. We currently have 85 English Learners at a 93% average daily attendance from August 2020:

Grade Levels	# of Students	# of Students with 5+ years
K – 2 <sup>nd</sup>	31	-
3 <sup>rd</sup> – 5 <sup>th</sup>	27	2
6 <sup>th</sup> – 8 <sup>th</sup>	27	8

Our Specialty Aides have completed the Moodle Training in preparation for the ELPAC Summative Assessment in February. Ms. Alvarez has small group, in-person, interventions with our newcomers and English Learners not meeting standards.

## Migrant Update

Our second virtual Migrant meeting was on November 18, 2020. Our Migrant PAC president, Maria Soto, reported information from the Regional PAC meeting and our guest speaker, Mateo Jimenez, presented information on technology and mental health to our parents.

We currently have 71 Migrant students at a 95% average daily attendance from August 2020:

Grade Levels	# of Students
K – 2 <sup>nd</sup>	14
3 <sup>rd</sup> – 5 <sup>th</sup>	27
6 <sup>th</sup> – 8 <sup>th</sup>	30

We have had two Saturday school sessions for middle school students with an average rate of attendance at 78%. We plan to have Migrant Saturday school once a month and will work to host a 3<sup>rd</sup> – 5<sup>th</sup> grade session.

We service six students in our Migrant preschool program. Our preschool parent/child academic workshop will be hosted by our Technology and Library Specialist, Karen Firstbrook, on December 17, 2020.

We continue to service one after school intervention for Migrant 3<sup>rd</sup> graders once a week.

## Fall Writing Data

The District Fall writing sample is an opportunity for students to identify their strengths and weaknesses in a particular writing genre and to give teachers guidance on where students need specific interventions in the writing process. Our writing assessment window was the week of October 12, 2020 and teachers scored the online samples using SBAC (3<sup>rd</sup>-8<sup>th</sup>) and Benchmark Advance (1<sup>st</sup>-2<sup>nd</sup>) writing rubrics. Teachers use these rubrics to align with the rigor the CAASPP and state standards. Students are expected to demonstrate grade level skills in language use, from vocabulary and syntax to the development and organization of ideas.

Although teachers teach all writing genres, each grade level decided on the following genre and topic for the fall writing assessment.

Grade Level	CA Writing Standard	Topic
Kindergarten	Not tested until winter prompt	
1 <sup>st</sup> Grade	Write <b>opinion</b> pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	The Best Pet
2 <sup>nd</sup> Grade	Write <b>informative/explanatory</b> texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Penguins
3 <sup>rd</sup> Grade	Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.	Choose a field trip: zoo, library, or museum
4 <sup>th</sup> Grade	Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons <i>and information</i> . Introduce a topic or text clearly, state an opinion, and create an organizational structure in which <i>related ideas are grouped to support the writer's purpose</i> . Provide reasons that <i>are supported by facts and details</i> . Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section <i>related to the opinion presented</i> .	Zoo Debate
5 <sup>th</sup> Grade	Write <b>informative/explanatory</b> texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	Fortnite: Positive character traits
6 <sup>th</sup> Grade	Write <b>arguments</b> to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.	Lying

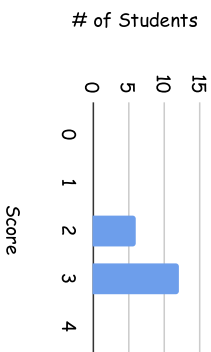
7 <sup>th</sup> Grade	Write <u>informative/explanatory</u> texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Educational Apps
8 <sup>th</sup> Grade	Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.	A protagonist who overcomes an obstacle.

Student data is displayed in bar graphs by each section of the grade level rubric, by teacher, by overall grade level, and sub-groups (ELs, Migrant, and SPED). The data is provided in the board packet.

CONCLUSION: This report provides the Director an opportunity to share current information.

### Teacher A

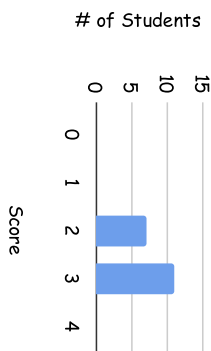
#### Planning/Implementation



Score	0	1	2	3	4
Fall 2020	0	0	6	12	0
Winter 2021					
Spring 2021					

### Teacher A

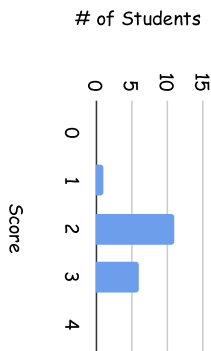
#### Evidence of Genre



Score	0	1	2	3	4
Fall 2020	0	0	7	11	0
Winter 2021					
Spring 2021					

### Teacher A

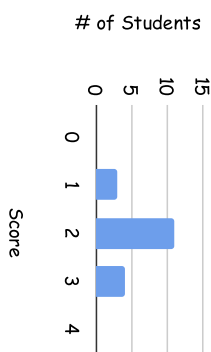
#### Conventions of Grammar



Score	0	1	2	3	4
Fall 2020	0	1	11	6	0
Winter 2021					
Spring 2021					

### Teacher A

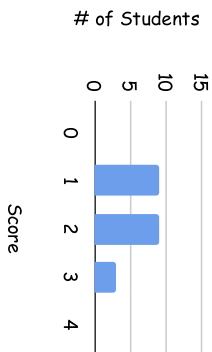
#### Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020	0	3	11	4	0
Winter 2021					
Spring 2021					

### Teacher B

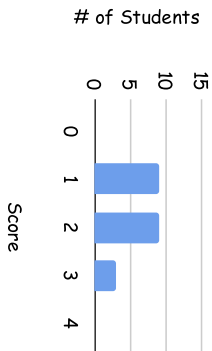
#### Planning/Implementation



Score	0	1	2	3	4
Fall 2020	0	9	9	3	0
Winter 2021					
Spring 2021					

### Teacher B

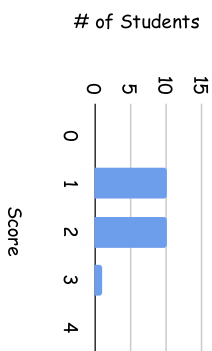
#### Evidence of Genre



Score	0	1	2	3	4
Fall 2020	0	9	9	3	0
Winter 2021					
Spring 2021					

### Teacher B

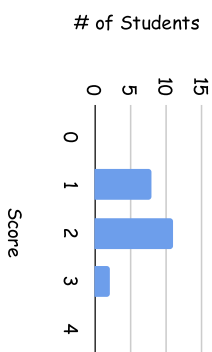
#### Conventions of Grammar



Score	0	1	2	3	4
Fall 2020	0	10	10	1	0
Winter 2021					
Spring 2021					

### Teacher B

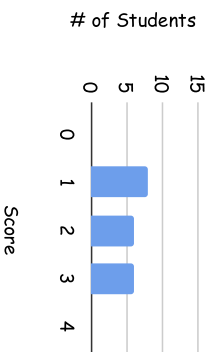
#### Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020	0	8	11	2	0
Winter 2021					
Spring 2021					

### Teacher C

#### Planning/Implementation



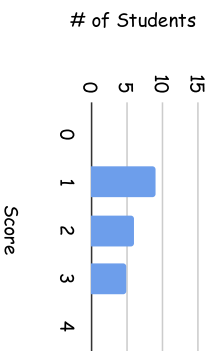
Score

Score

Score	0	1	2	3	4
Fall 2020	0	8	6	6	0
Winter 2021					
Spring 2021					

### Teacher C

#### Evidence of Genre



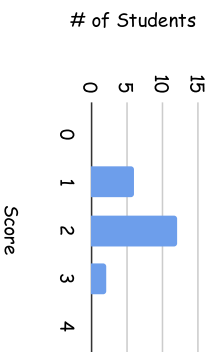
Score

Score

Score	0	1	2	3	4
Fall 2020	0	9	6	5	0
Winter 2021					
Spring 2021					

### Teacher C

#### Conventions of Grammar



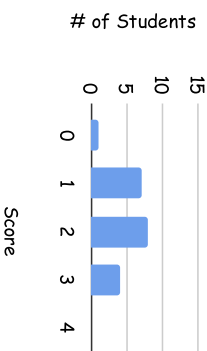
Score

Score

Score	0	1	2	3	4
Fall 2020	0	6	12	2	0
Winter 2021					
Spring 2021					

### Teacher C

#### Conventions of Mechanics



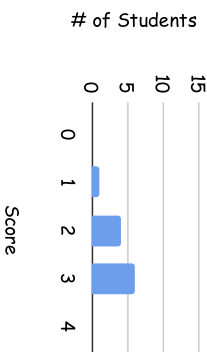
Score

Score

Score	0	1	2	3	4
Fall 2020	1	7	8	4	0
Winter 2021					
Spring 2021					

### ROAR

#### Planning/Implementation



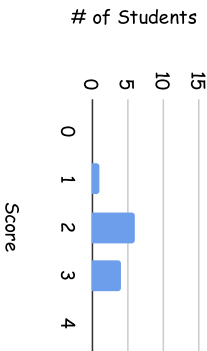
Score

Score

Score	0	1	2	3	4
Fall 2020	0	1	4	6	0
Winter 2021					
Spring 2021					

### ROAR

#### Evidence of Genre



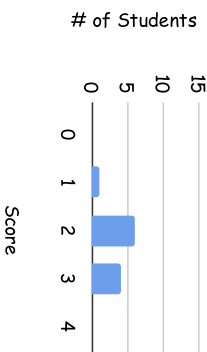
Score

Score

Score	0	1	2	3	4
Fall 2020	0	1	6	4	0
Winter 2021					
Spring 2021					

### ROAR

#### Conventions of Grammar



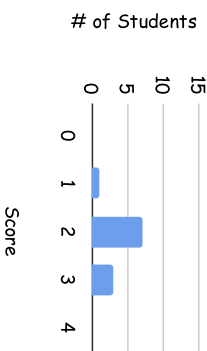
Score

Score

Score	0	1	2	3	4
Fall 2020	0	1	6	4	0
Winter 2021					
Spring 2021					

### ROAR

#### Conventions of Mechanics



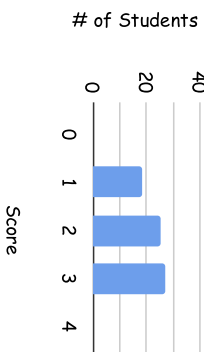
Score

Score

Score	0	1	2	3	4
Fall 2020	0	1	7	3	0
Winter 2021					
Spring 2021					

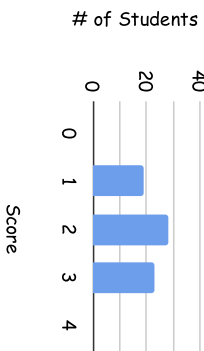
## 1st Grade

### Planning/Implementation



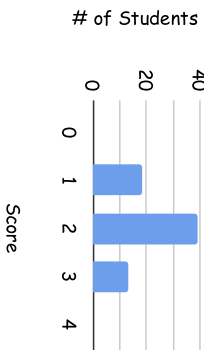
## 1st Grade

### Evidence of Genre



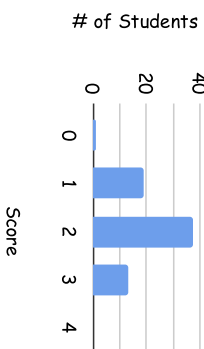
## 1st Grade

### Conventions of Grammar



## 1st Grade

### Conventions of Mechanics



Score

0 1 2 3 4

Fall 2020

0 18 25 27 0

Winter 2021

Spring 2021

Score

0 1 2 3 4

Fall 2020

1 19 37 13 0

Score

0 1 2 3 4

Fall 2020

0 19 28 23 0

Winter 2021

Spring 2021

Score

0 1 2 3 4

Fall 2020

0 18 39 13 0

Score

0 1 2 3 4

Fall 2020

0 19 28 23 0

Winter 2021

Spring 2021

Score

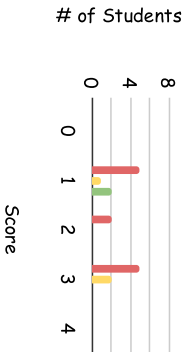
0 1 2 3 4

Fall 2020

0 1 19 37 13 0

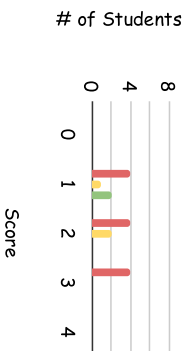
## EL, Migrant, & SPED

### Planning/Implementation



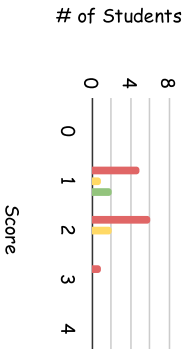
## EL, Migrant, & SPED

### Evidence of Genre



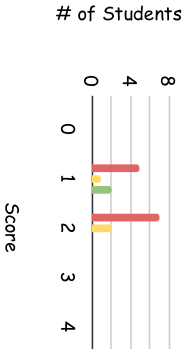
## EL, Migrant, & SPED

### Conventions of Grammar



## EL, Migrant, & SPED

### Conventions of Mechanics



Score

0 1 2 3 4

Fall 2020

0 5 2 5 0

Fall 2020

Fall 2020

Fall 2020

Fall 2020

Fall 2020

Fall 2020

Score

0 1 2 3 4

Fall 2020

0 1 0 2 0

Fall 2020

Fall 2020

Fall 2020

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Fall 2020

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Score

0 1 2 3 4

Fall 2020

0 1 0 2 0

Fall 2020

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Score

0 1 2 3 4

Fall 2020

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0 1 2 3 4

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0 1 2 3 4

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Fall 2020

Score

0 1 2 3 4

Fall 2020

0 1 0 2 0

Fall 2020

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Fall 2020

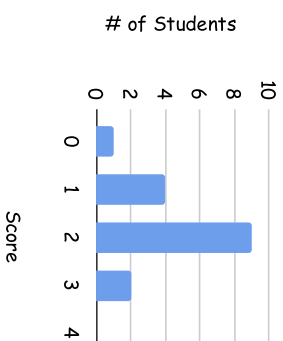
Fall 2020

Fall 2020

Fall 2020

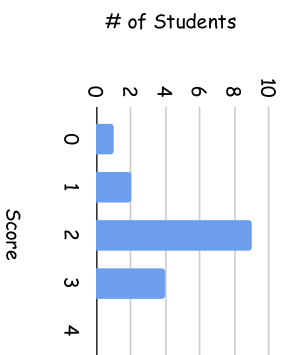


**Teacher A**  
Planning/Implementation



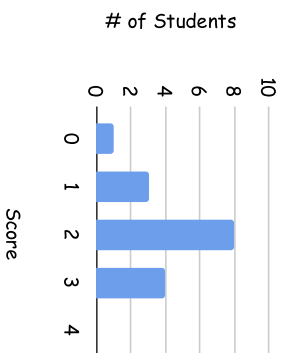
Score	0	1	2	3	4
Fall 2020	1	4	9	2	0
Winter 2021					
Spring 2021					

**Teacher A**  
Evidence of Genre



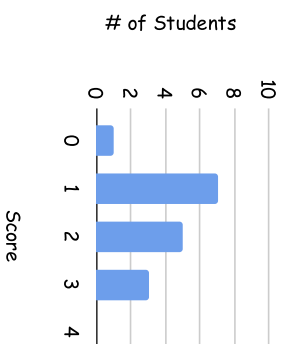
Score	0	1	2	3	4
Fall 2020	1	2	9	4	0
Winter 2021					
Spring 2021					

**Teacher A**  
Conventions of Grammar



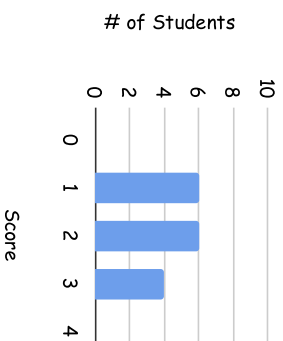
Score	0	1	2	3	4
Fall 2020	1	3	8	4	0
Winter 2021					
Spring 2021					

**Teacher A**  
Conventions of Mechanics



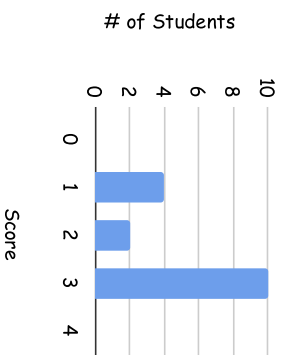
Score	0	1	2	3	4
Fall 2020	1	7	5	3	0
Winter 2021					
Spring 2021					

**Teacher B**  
Planning/Implementation



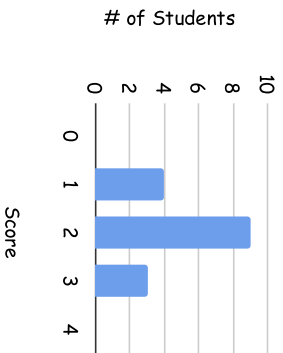
Score	0	1	2	3	4
Fall 2020	0	6	6	4	0
Winter 2021					
Spring 2021					

**Teacher B**  
Evidence of Genre



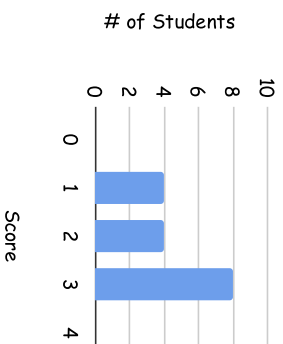
Score	0	1	2	3	4
Fall 2020	0	4	2	10	0
Winter 2021					
Spring 2021					

**Teacher B**  
Conventions of Grammar



Score	0	1	2	3	4
Fall 2020	0	4	9	3	0
Winter 2021					
Spring 2021					

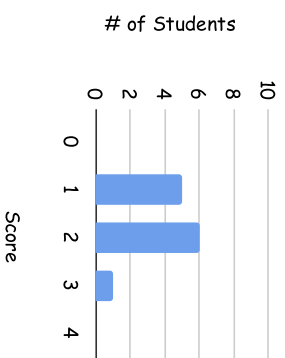
**Teacher B**  
Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020	0	4	4	8	0
Winter 2021					
Spring 2021					

### Teacher C

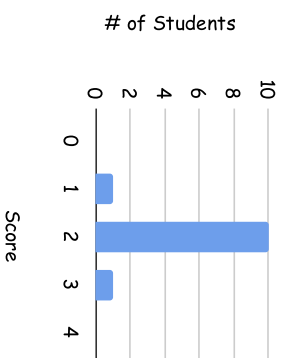
#### Planning/Implementation



Score	0	1	2	3	4
Fall 2020	0	5	6	1	0
Winter 2021					
Spring 2021					

### Teacher C

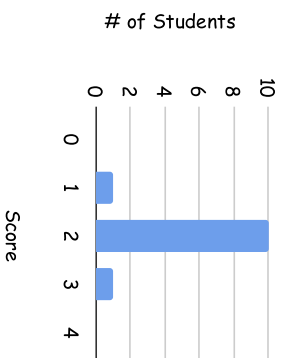
#### Evidence of Genre



Score	0	1	2	3	4
Fall 2020	0	1	10	1	0
Winter 2021					
Spring 2021					

### Teacher C

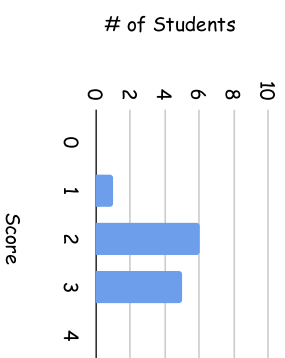
#### Conventions of Grammar



Score	0	1	2	3	4
Fall 2020	0	1	10	1	0
Winter 2021					
Spring 2021					

### Teacher C

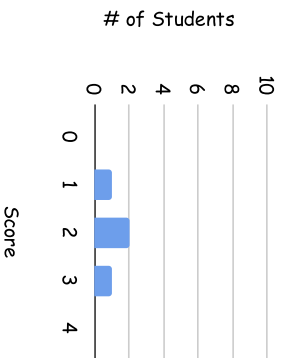
#### Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020	0	1	6	5	0
Winter 2021					
Spring 2021					

### ROAR

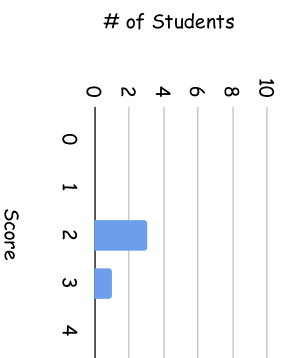
#### Planning/Implementation



Score	0	1	2	3	4
Fall 2020	0	1	2	1	0
Winter 2021					
Spring 2021					

### ROAR

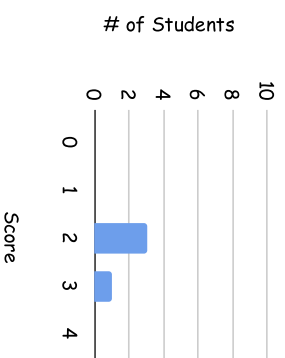
#### Evidence of Genre



Score	0	1	2	3	4
Fall 2020	0	0	3	1	0
Winter 2021					
Spring 2021					

### ROAR

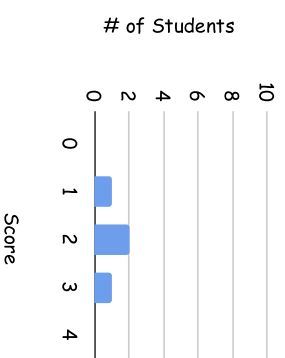
#### Conventions of Grammar



Score	0	1	2	3	4
Fall 2020	0	0	3	1	0
Winter 2021					
Spring 2021					

### ROAR

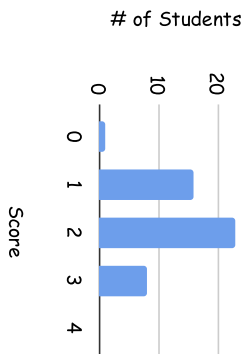
#### Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020	0	1	2	1	0
Winter 2021					
Spring 2021					

## 2nd Grade

### Planning/Implementation



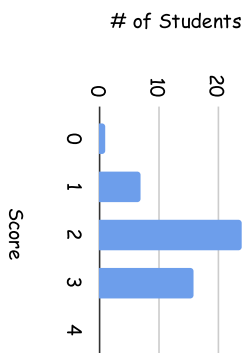
Score	0	1	2	3	4
Fall 2020	1	16	23	8	0

Winter 2021

Spring 2021

## 2nd Grade

### Evidence of Genre



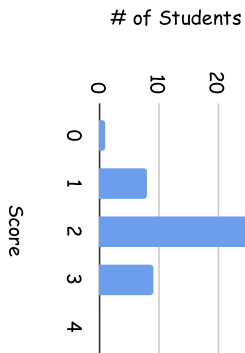
Score	0	1	2	3	4
Fall 2020	1	7	24	16	0

Winter 2021

Spring 2021

## 2nd Grade

### Conventions of Grammar



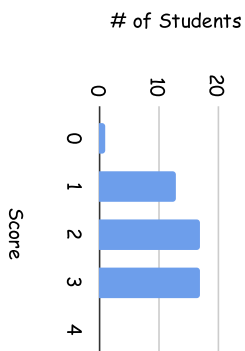
Score	0	1	2	3	4
Fall 2020	1	8	30	9	0

Winter 2021

Spring 2021

## 2nd Grade

### Conventions of Mechanics



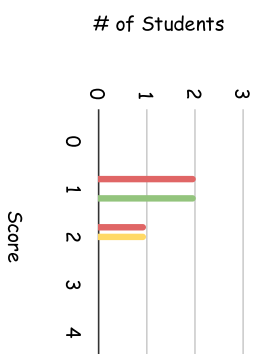
Score	0	1	2	3	4
Fall 2020	1	13	17	17	0

Winter 2021

Spring 2021

## EL, Migrant, & SPED

### Planning/Implementation



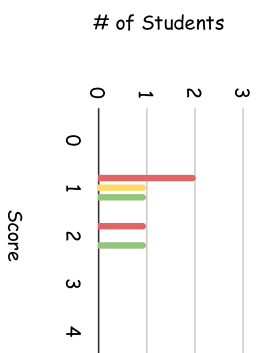
Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MIG	0	0	1	0	0
Fall 2020 SPED	0	2	0	0	0

Winter 2021

Spring 2021

## EL, Migrant, & SPED

### Evidence of Genre



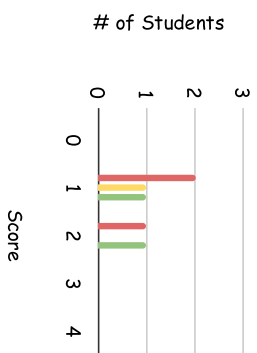
Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MIG	0	1	0	0	0
Fall 2020 SPED	0	1	1	0	0

Winter 2021

Spring 2021

## EL, Migrant, & SPED

### Conventions of Grammar



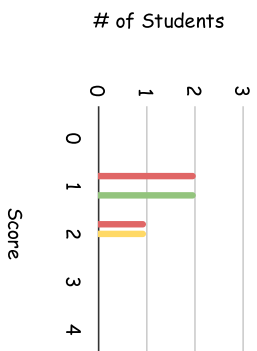
Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MIG	0	1	0	0	0
Fall 2020 SPED	0	1	1	0	0

Winter 2021

Spring 2021

## EL, Migrant, & SPED

### Conventions of Mechanics



Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MIG	0	0	1	0	0
Fall 2020 SPED	0	2	0	0	0

Winter 2021

Spring 2021

Benchmark Education Informative/Explanatory Report Rubric: Grade 2

Notes:

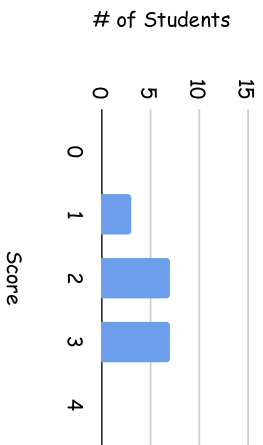
7% of 2nd graders did not turn-in their assessment.

Over half of the 7% are students in our sub-groups.

### 3rd Grade

#### Teacher A

Purpose/Organization



Score

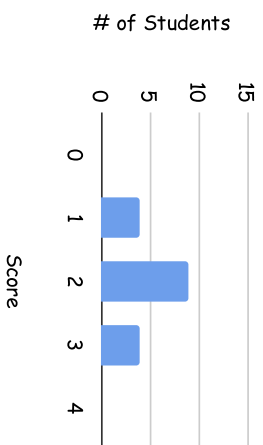
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

#### Teacher A

Development/Elaboration



Score

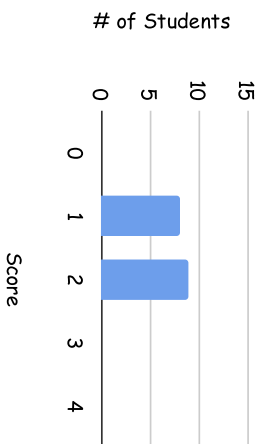
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

#### Teacher A

Conventions



Score

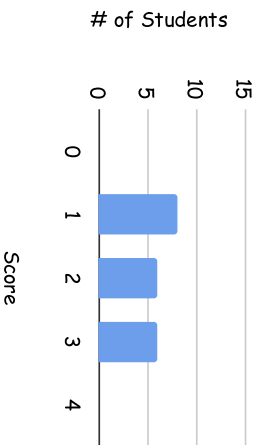
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

#### Teacher B

Purpose/Organization



Score

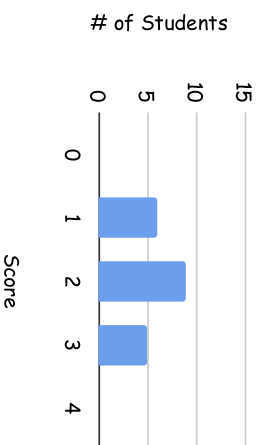
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

#### Teacher B

Development/Elaboration



Score

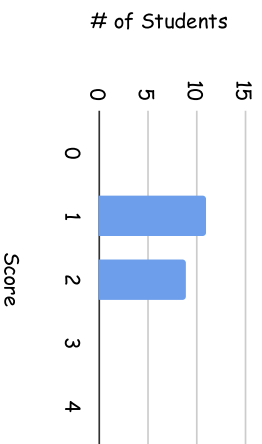
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

#### Teacher B

Conventions



Score

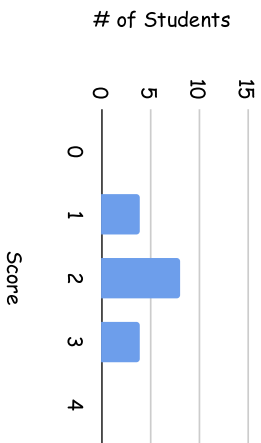
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher C

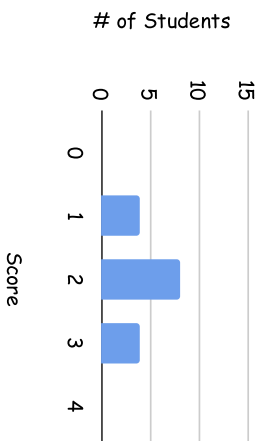
Purpose/Organization



Score	0	1	2	3	4
Fall 2020	0	4	8	4	0
Winter 2021					
Spring 2021					

### Teacher C

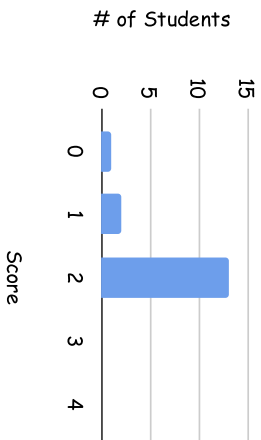
Development/Elaboration



Score	0	1	2	3	4
Fall 2020	0	4	8	4	0
Winter 2021					
Spring 2021					

### Teacher C

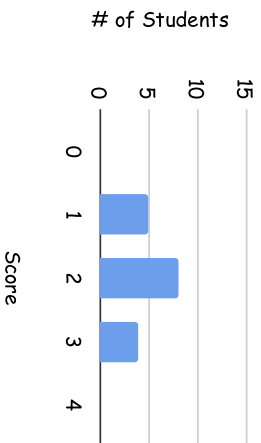
Conventions



Score	0	1	2	3	4
Fall 2020	1	2	13	0	0
Winter 2021					
Spring 2021					

### Teacher D

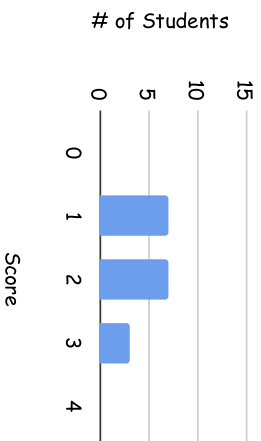
Purpose/Organization



Score	0	1	2	3	4
Fall 2020	0	5	8	4	0
Winter 2021					
Spring 2021					

### Teacher D

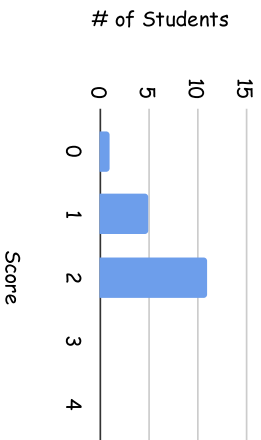
Development/Elaboration



Score	0	1	2	3	4
Fall 2020	0	7	7	3	0
Winter 2021					
Spring 2021					

### Teacher D

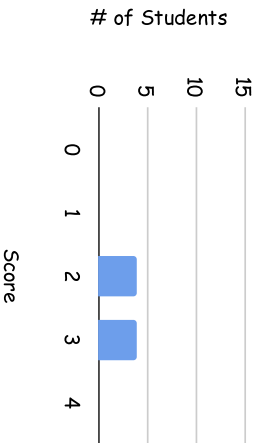
Conventions



Score	0	1	2	3	4
Fall 2020	1	5	11	0	0
Winter 2021					
Spring 2021					

## ROAR

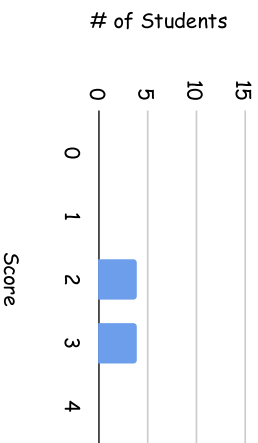
Purpose/Organization



Score	0	1	2	3	4
Fall 2020	0	0	4	4	0
Winter 2021					
Spring 2021					

## ROAR

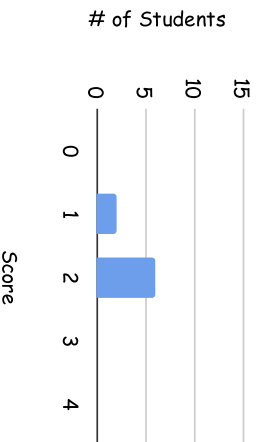
Development/Elaboration



Score	0	1	2	3	4
Fall 2020	0	0	4	4	0
Winter 2021					
Spring 2021					

## ROAR

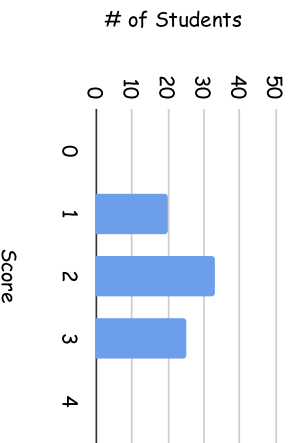
Conventions



Score	0	1	2	3	4
Fall 2020	0	2	6	0	0
Winter 2021					
Spring 2021					

## 3rd Grade

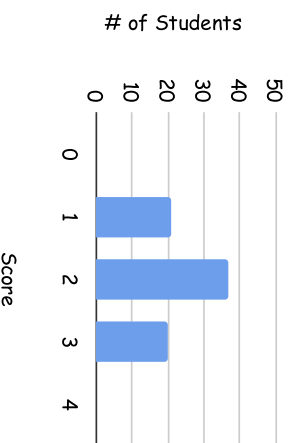
Purpose/Organization



Score	0	1	2	3	4
Fall 2020	0	20	33	25	0
Winter 2021					
Spring 2021					

## 3rd Grade

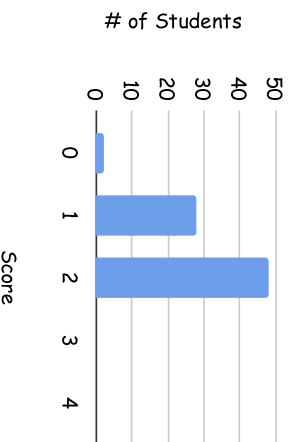
Development/Elaboration



Score	0	1	2	3	4
Fall 2020	0	21	37	20	0
Winter 2021					
Spring 2021					

## 3rd Grade

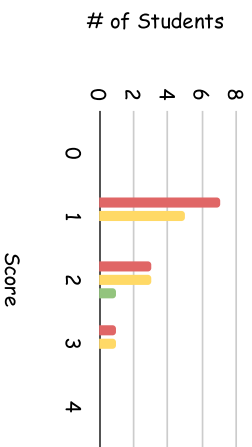
Conventions



Score	0	1	2	3	4
Fall 2020	2	28	48	0	0
Winter 2021					
Spring 2021					

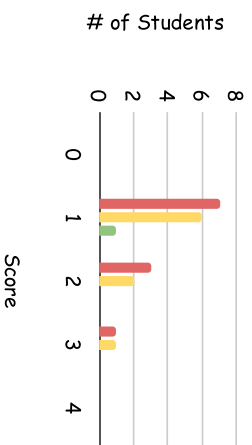
## EL, Migrant, & SPED

Purpose/Organization



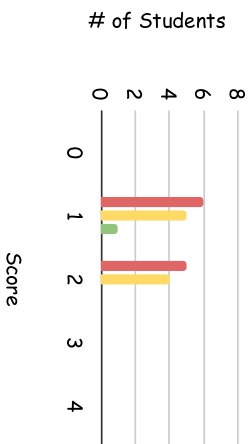
## EL, Migrant, & SPED

Development/Elaboration



## EL, Migrant, & SPED

Conventions



Score

0 1 2 3 4

Fall 2020 EL

Fall 2020 MIG

Fall 2020 SPED

Winter 2021

Spring 2021

Score

0 1 2 3 4

Fall 2020 EL

Fall 2020 MIG

Fall 2020 SPED

Winter 2021

Spring 2021

Score

0 1 2 3 4

Fall 2020 EL

Fall 2020 MIG

Fall 2020 SPED

Winter 2021

Spring 2021

Smarter Balanced 4-Point **Opinion** Performance Task Writing Rubric (Grades 3-5)

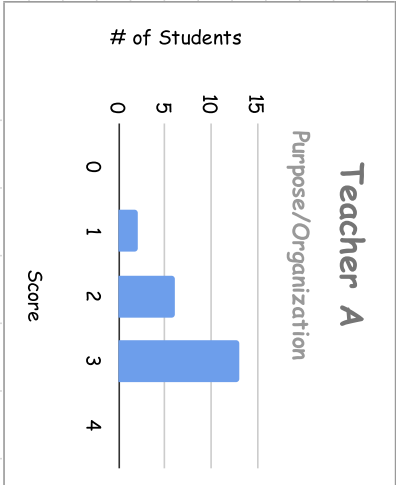
Notes:

7% of 3rd graders did not turn-in their assessment.

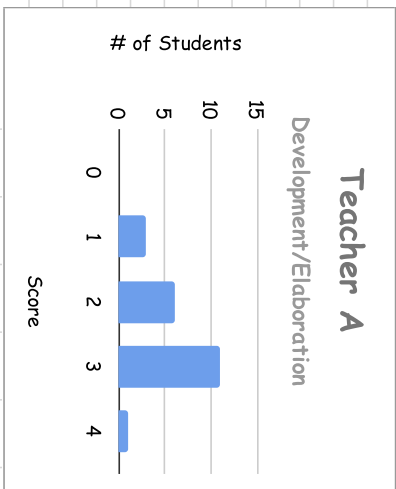
Half of the 7% are students in our sub-groups.

Conventions are a 0 - 2 point score.

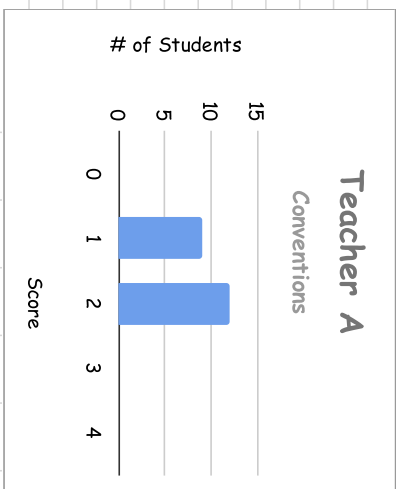
## 4th Grade



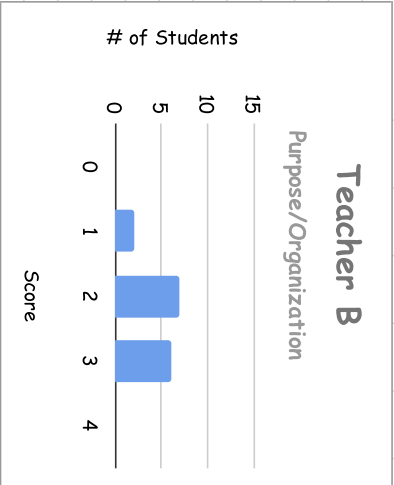
Score	0	1	2	3	4
Fall 2020	0	2	6	13	0
Winter 2021					
Spring 2021					



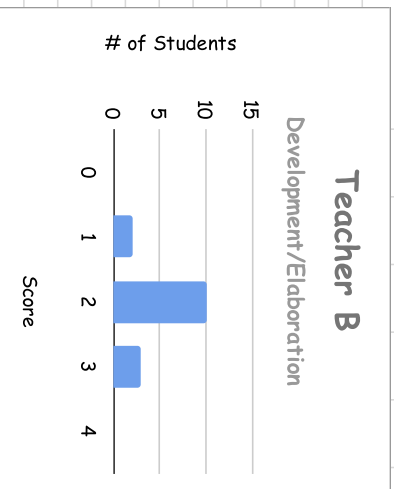
Score	0	1	2	3	4
Fall 2020	0	3	6	11	1
Winter 2021					
Spring 2021					



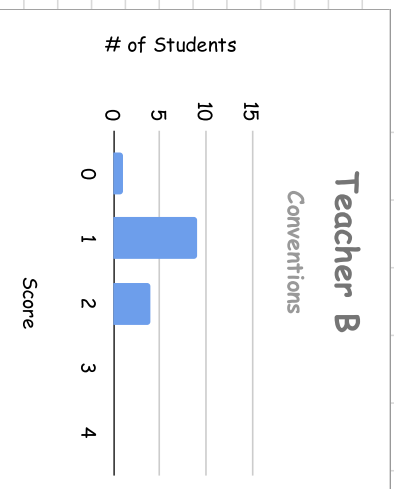
Score	0	1	2	3	4
Fall 2020	0	9	12	0	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020	0	2	7	6	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020	0	2	10	3	0
Winter 2021					
Spring 2021					

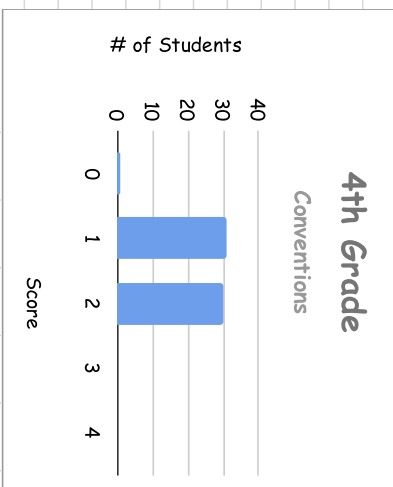
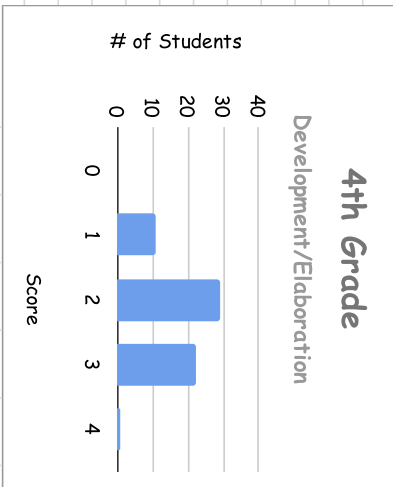
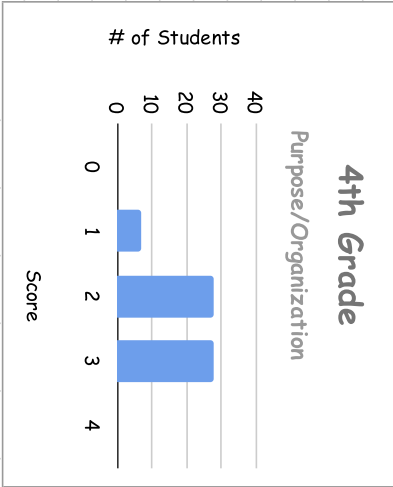


Score	0	1	2	3	4
Fall 2020	1	9	4	0	0
Winter 2021					
Spring 2021					



<div><h3>Teacher C</h3><h4>Purpose/Organization</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>6</td></tr></table></div>						Score	# of Students	1	2	2	8	3	6	<div><h3>Teacher C</h3><h4>Development/Elaboration</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>3</td></tr></table></div>						Score	# of Students	1	3	2	8	3	3	<div><h3>Teacher C</h3><h4>Conventions</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>1</td><td>8</td></tr><tr><td>2</td><td>10</td></tr></table></div>						Score	# of Students	1	8	2	10
Score	# of Students																																						
1	2																																						
2	8																																						
3	6																																						
Score	# of Students																																						
1	3																																						
2	8																																						
3	3																																						
Score	# of Students																																						
1	8																																						
2	10																																						
Score	0	1	2	3	4	Score	0	1	2	3	4	Score	0	1	2	3	4																						
Fall 2020	0	0	6	2	0	Fall 2020	0	1	4	3	0	Fall 2020	0	4	4	0	0																						
Winter 2021						Winter 2021						Winter 2021																											
Spring 2021						Spring 2021						Spring 2021																											

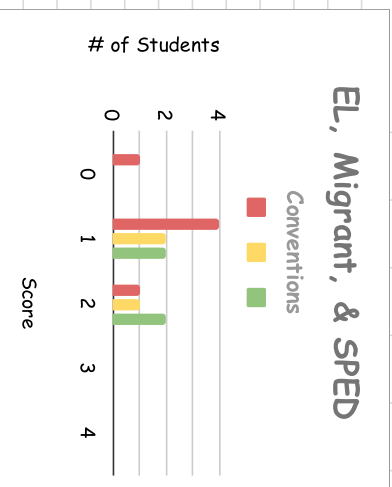
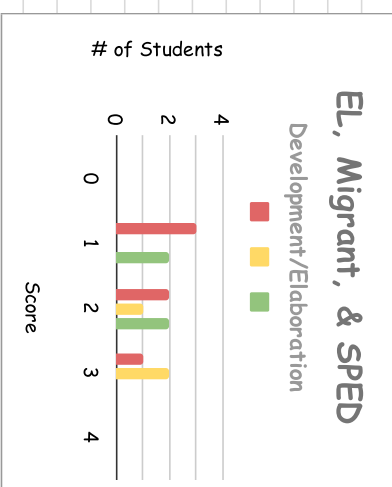
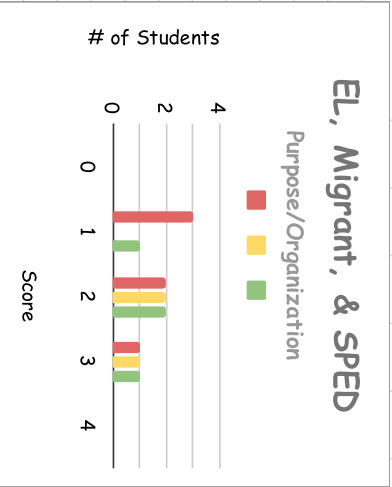
<div><h3>ROAR</h3><h4>Purpose/Organization</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>2</td></tr></table></div>						Score	# of Students	2	6	3	2	<div><h3>ROAR</h3><h4>Development/Elaboration</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>2</td></tr></table></div>						Score	# of Students	1	1	2	3	3	2	<div><h3>ROAR</h3><h4>Conventions</h4><table><tr><th>Score</th><th># of Students</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr></table></div>						Score	# of Students	1	3	2	3
Score	# of Students																																				
2	6																																				
3	2																																				
Score	# of Students																																				
1	1																																				
2	3																																				
3	2																																				
Score	# of Students																																				
1	3																																				
2	3																																				
Score	0	1	2	3	4	Score	0	1	2	3	4	Score	0	1	2	3	4																				
Fall 2020	0	0	6	2	0	Fall 2020	0	1	4	3	0	Fall 2020	0	4	4	0	0																				
Winter 2021						Winter 2021						Winter 2021																									
Spring 2021						Spring 2021						Spring 2021																									



Score	0	1	2	3	4
Fall 2020	0	7	28	28	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	0	11	29	22	1
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	1	31	30	0	0
Winter 2021					
Spring 2021					



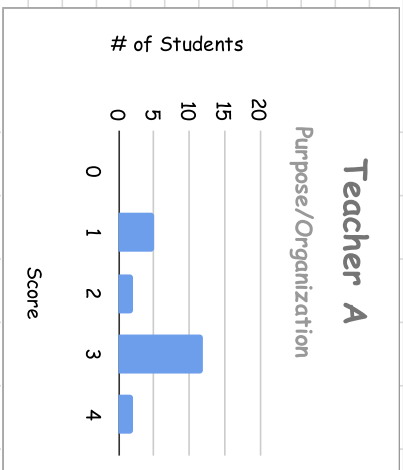
Score	0	1	2	3	4
Fall 2020 EL	0	3	2	1	0
Fall 2020 MIG	0	0	2	1	0
Fall 2020 SPED	0	1	2	1	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020 EL	0	3	2	1	0
Fall 2020 MIG	0	0	1	2	0
Fall 2020 SPED	0	2	2	0	0
Winter 2021					
Spring 2021					

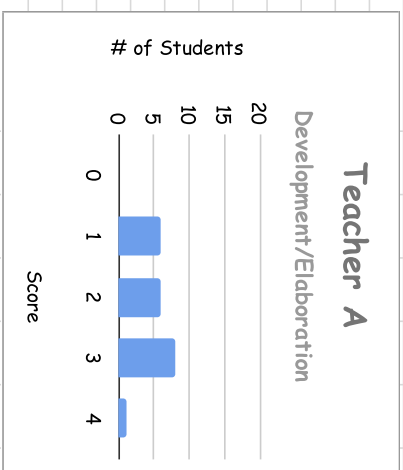
Score	0	1	2	3	4
Fall 2020 EL	1	4	1	0	0
Fall 2020 MIG	0	2	1	0	0
Fall 2020 SPED	0	2	2	0	0
Winter 2021					
Spring 2021					

[illegible]

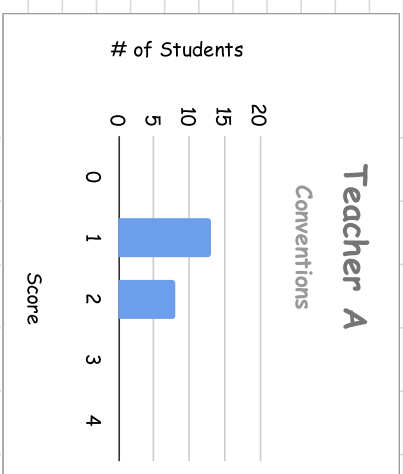
## 5th Grade



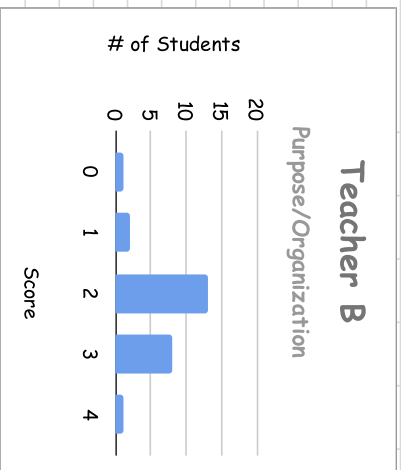
Score	0	1	2	3	4
Fall 2020	0	5	2	12	2
Winter 2021					
Spring 2021					



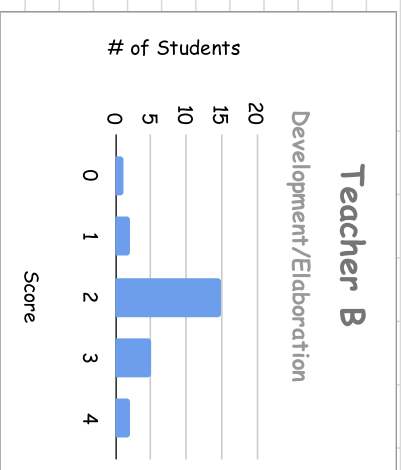
Score	0	1	2	3	4
Fall 2020	0	6	6	8	1
Winter 2021					
Spring 2021					



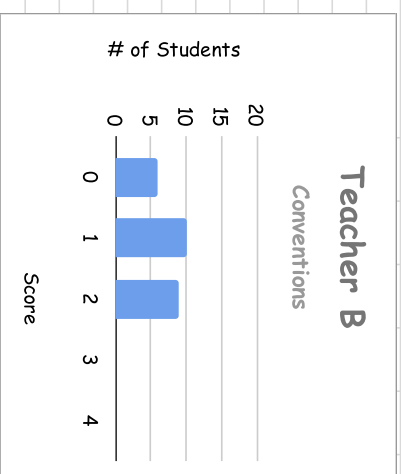
Score	0	1	2	3	4
Fall 2020	0	13	8	0	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020	1	2	13	8	1
Winter 2021					
Spring 2021					

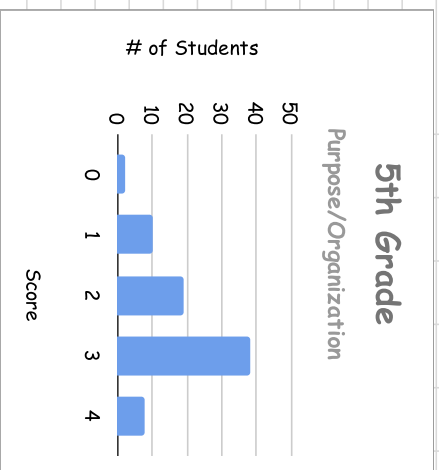


Score	0	1	2	3	4
Fall 2020	1	2	15	5	2
Winter 2021					
Spring 2021					

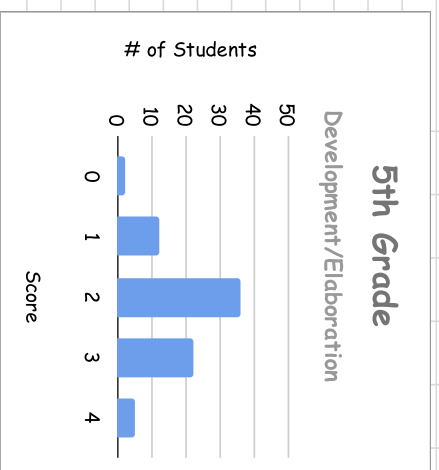


Score	0	1	2	3	4
Fall 2020	6	10	9	0	0
Winter 2021					
Spring 2021					

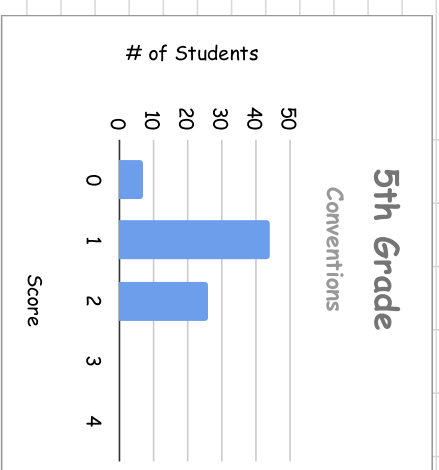
<div><div>Teacher C</div><div>Purpose/Organization</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>4</td></tr></table></div> <div><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>1</td><td>3</td><td>4</td><td>12</td><td>5</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	# of Students	0	1	1	2	2	3	3	12	4	4	Score	0	1	2	3	4	Fall 2020	1	3	4	12	5	Winter 2021						Spring 2021						<div><div>Teacher C</div><div>Development/Elaboration</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>13</td></tr><tr><td>3</td><td>5</td></tr><tr><td>4</td><td>2</td></tr></table></div> <div><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>1</td><td>4</td><td>13</td><td>5</td><td>2</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	# of Students	0	1	1	4	2	13	3	5	4	2	Score	0	1	2	3	4	Fall 2020	1	4	13	5	2	Winter 2021						Spring 2021						<div><div>Teacher C</div><div>Conventions</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>19</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>0</td></tr></table></div> <div><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>1</td><td>19</td><td>5</td><td>0</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	# of Students	0	1	1	19	2	5	3	0	4	0	Score	0	1	2	3	4	Fall 2020	1	19	5	0	0	Winter 2021						Spring 2021					
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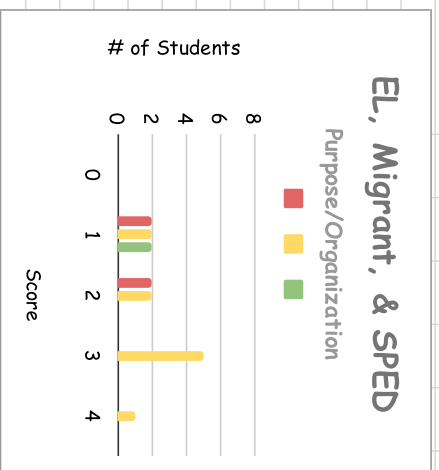
Score	0	1	2	3	4
Fall 2020	2	10	19	38	8
Winter 2021					
Spring 2021					



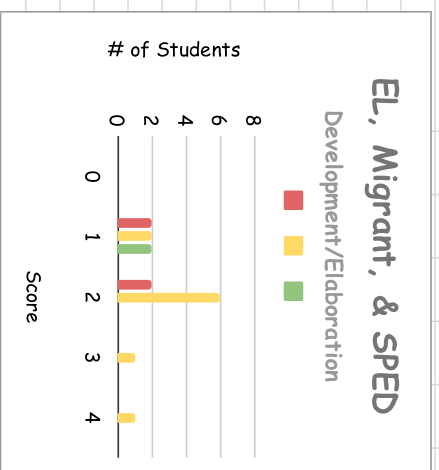
Score	0	1	2	3	4
Fall 2020	2	12	36	22	5
Winter 2021					
Spring 2021					



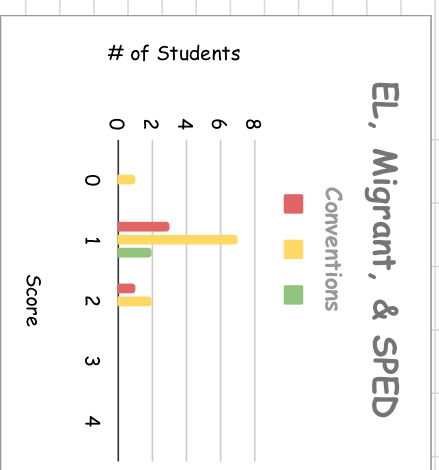
Score	0	1	2	3	4
Fall 2020	7	44	26	0	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020 EL	0	2	2	0	0
Fall 2020 MIG	0	2	2	5	1
Fall 2020 SPED	0	2	0	0	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020 EL	0	2	2	0	0
Fall 2020 MIG	0	2	6	1	1
Fall 2020 SPED	0	2	0	0	0
Winter 2021					
Spring 2021					



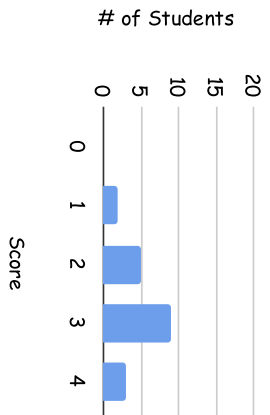
Score	0	1	2	3	4
Fall 2020 EL	0	3	1	0	0
Fall 2020 MIG	1	7	2	0	0
Fall 2020 SPED	0	2	0	0	0
Winter 2021					
Spring 2021					

[illegible]

## 6th Grade

### Teacher A

Purpose/Organization



Score

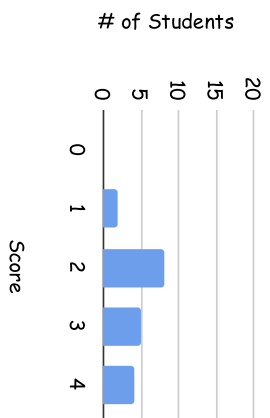
Fall 2020

0 1 2 3 4

Winter 2021  
Spring 2021

### Teacher A

Development/Elaboration



Score

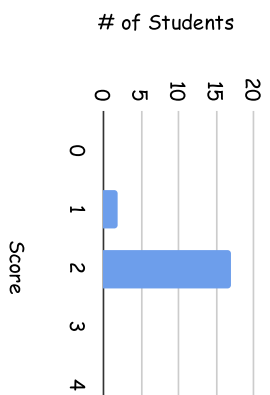
Fall 2020

0 1 2 3 4

Winter 2021  
Spring 2021

### Teacher A

Conventions



Score

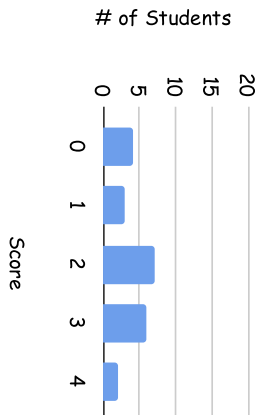
Fall 2020

0 1 2 3 4

Winter 2021  
Spring 2021

### Teacher B

Purpose/Organization



Score

Fall 2020

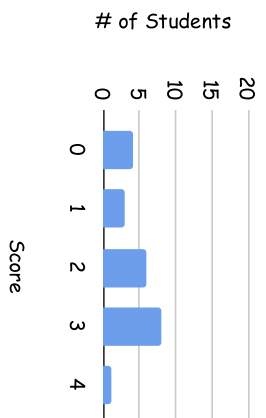
0 1 2 3 4

Winter 2021

Spring 2021

### Teacher B

Development/Elaboration



Score

Fall 2020

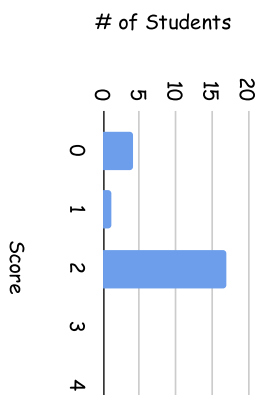
0 1 2 3 4

Winter 2021

Spring 2021

### Teacher B

Conventions



Score

Fall 2020

0 1 2 3 4

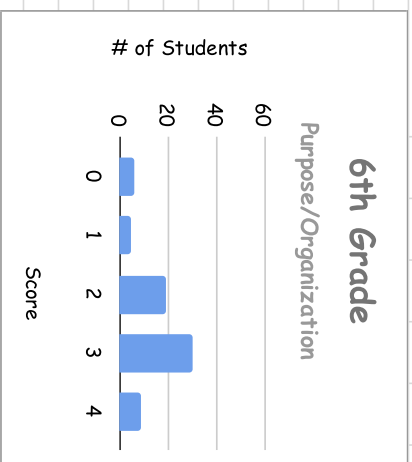
Winter 2021

Spring 2021

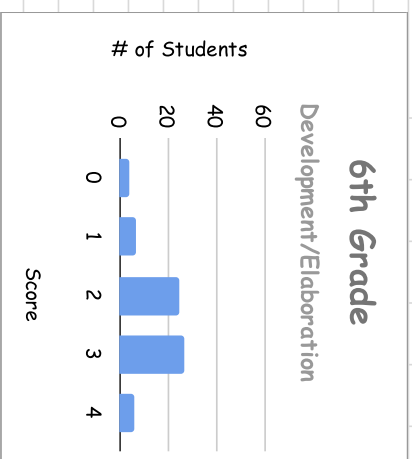


<div><div>Teacher C</div><div>Purpose/Organization</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>2</td></tr><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>2</td></tr></table></div>					Score	# of Students	0	2	1	0	2	5	3	12	4	2	<div><div>Teacher C</div><div>Development/Elaboration</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>2</td></tr><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>10</td></tr><tr><td>4</td><td>1</td></tr></table></div>					Score	# of Students	0	2	1	0	2	7	3	10	4	1	<div><div>Teacher C</div><div>Conventions</div><table><tr><th>Score</th><th># of Students</th></tr><tr><td>0</td><td>2</td></tr><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>18</td></tr><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>0</td></tr></table></div>					Score	# of Students	0	2	1	0	2	18	3	0	4	0
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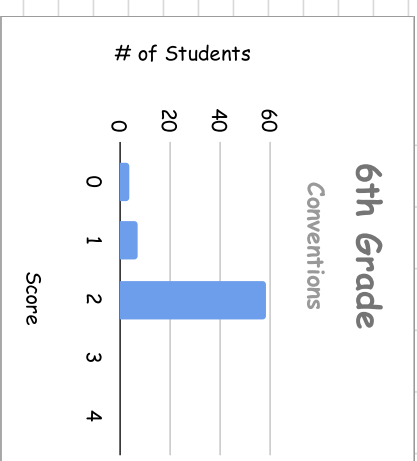
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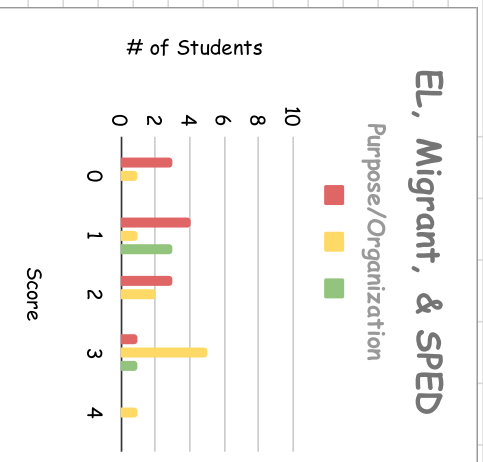
Score	0	1	2	3	4
Fall 2020	6	5	19	30	9
Winter 2021					
Spring 2021					



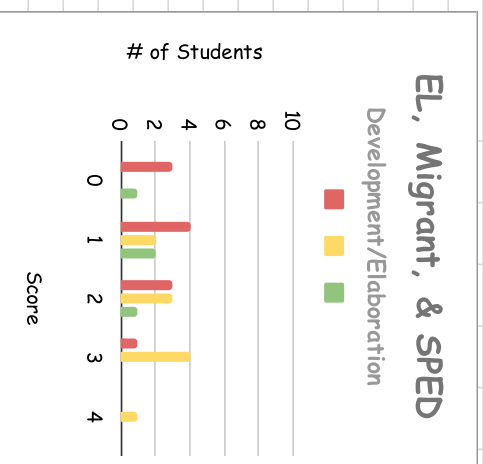
Score	0	1	2	3	4
Fall 2020	4	7	25	27	6
Winter 2021					
Spring 2021					



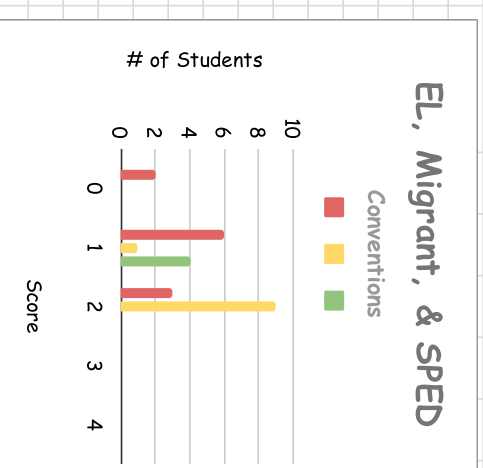
Score	0	1	2	3	4
Fall 2020	4	7	58	0	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020 EL	3	4	3	1	0
Fall 2020 MIG	1	1	2	5	1
Fall 2020 SPED	0	3	0	1	0
Winter 2021					
Spring 2021					



Score	0	1	2	3	4
Fall 2020 EL	3	4	3	1	0
Fall 2020 MIG	0	2	3	4	1
Fall 2020 SPED	1	2	1	0	0
Winter 2021					
Spring 2021					



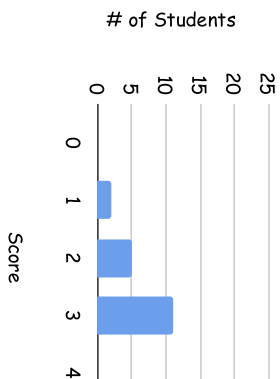
Score	0	1	2	3	4
Fall 2020 EL	2	6	3	0	0
Fall 2020 MIG	0	1	9	0	0
Fall 2020 SPED	0	4	0	0	0
Winter 2021					
Spring 2021					

[illegible]

## 7th Grade

### Teacher A

Purpose/Organization

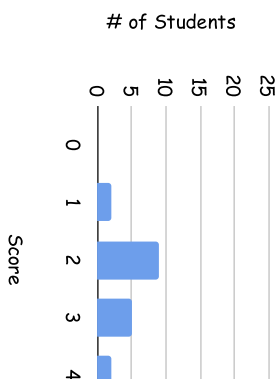


Score

Fall 2020	0	1	2	3	4
Winter 2021	0	2	5	11	0
Spring 2021					

### Teacher A

Development/Elaboration

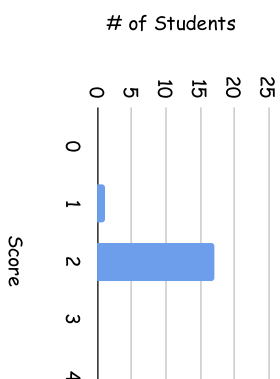


Score

Fall 2020	0	1	2	3	4
Winter 2021	0	2	9	5	2
Spring 2021					

### Teacher A

Conventions

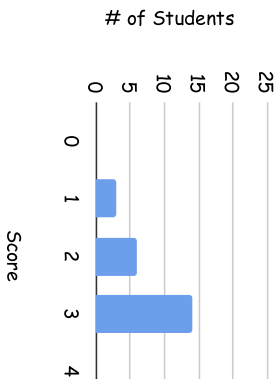


Score

Fall 2020	0	1	2	3	4
Winter 2021	0	1	17	0	0
Spring 2021					

### Teacher B

Purpose/Organization

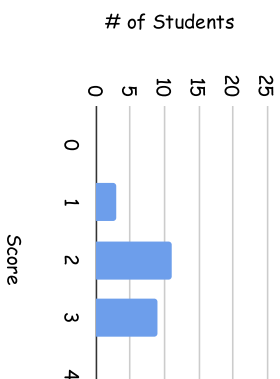


Score

Fall 2020	0	1	2	3	4
Winter 2021	0	3	6	14	0
Spring 2021					

### Teacher B

Development/Elaboration

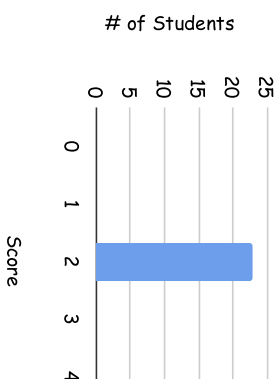


Score

Fall 2020	0	1	2	3	4
Winter 2021	0	3	11	9	0
Spring 2021					

### Teacher B

Conventions



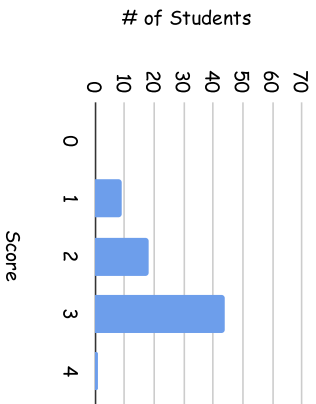
Score

Fall 2020	0	1	2	3	4
Winter 2021	0	0	23	0	0
Spring 2021					

<div><h3>Teacher C</h3><h4>Purpose/Organization</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>4</td><td>5</td><td>13</td><td>1</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	4	5	13	1	Winter 2021						Spring 2021						<div><h3>Teacher C</h3><h4>Development/Elaboration</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>6</td><td>9</td><td>8</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	6	9	8	0	Winter 2021						Spring 2021						<div><h3>Teacher C</h3><h4>Conventions</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>2</td><td>21</td><td>0</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	2	21	0	0	Winter 2021						Spring 2021					
Score	0	1	2	3	4																																																																																				
Fall 2020	0	4	5	13	1																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									
Score	0	1	2	3	4																																																																																				
Fall 2020	0	6	9	8	0																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									
Score	0	1	2	3	4																																																																																				
Fall 2020	0	2	21	0	0																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									
<div><h3>ROAR</h3><h4>Purpose/Organization</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>0</td><td>2</td><td>6</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	0	2	6	0	Winter 2021						Spring 2021						<div><h3>ROAR</h3><h4>Development/Elaboration</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>1</td><td>3</td><td>4</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	1	3	4	0	Winter 2021						Spring 2021						<div><h3>ROAR</h3><h4>Conventions</h4><table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Fall 2020</td><td>0</td><td>0</td><td>8</td><td>0</td><td>0</td></tr><tr><td>Winter 2021</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2021</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>						Score	0	1	2	3	4	Fall 2020	0	0	8	0	0	Winter 2021						Spring 2021					
Score	0	1	2	3	4																																																																																				
Fall 2020	0	0	2	6	0																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									
Score	0	1	2	3	4																																																																																				
Fall 2020	0	1	3	4	0																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									
Score	0	1	2	3	4																																																																																				
Fall 2020	0	0	8	0	0																																																																																				
Winter 2021																																																																																									
Spring 2021																																																																																									

## 7th Grade

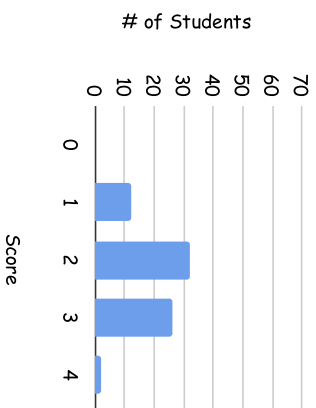
Purpose/Organization



Score	0	1	2	3	4
Fall 2020	0	9	18	44	1
Winter 2021					
Spring 2021					

## 7th Grade

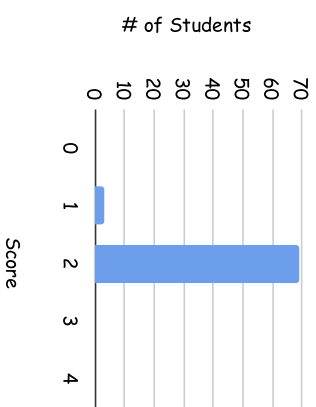
Development/Elaboration



Score	0	1	2	3	4
Fall 2020	0	12	32	26	2
Winter 2021					
Spring 2021					

## 7th Grade

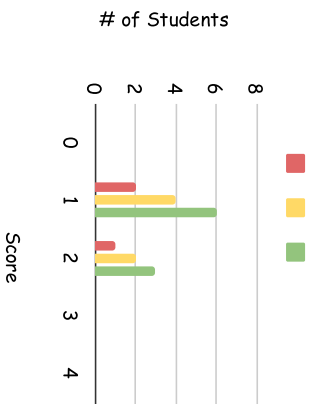
Conventions



Score	0	1	2	3	4
Fall 2020	0	3	69	0	0
Winter 2021					
Spring 2021					

## EL, Migrant, &amp; SPED

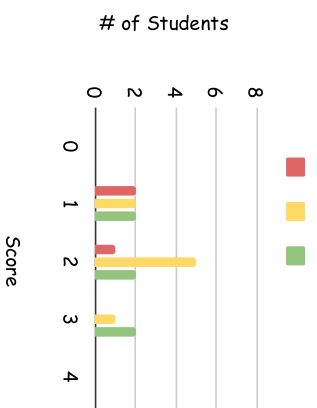
Purpose/Organization



Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MTG	0	4	2	0	0
Fall 2020 SPED	0	6	3	0	0
Winter 2021					
Spring 2021					

## EL, Migrant, &amp; SPED

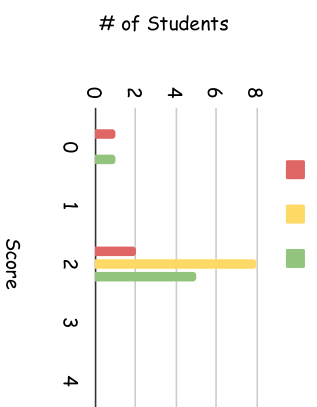
Development/Elaboration



Score	0	1	2	3	4
Fall 2020 EL	0	2	1	0	0
Fall 2020 MTG	0	2	5	1	0
Fall 2020 SPED	0	2	2	2	0
Winter 2021					
Spring 2021					

## EL, Migrant, &amp; SPED

Conventions



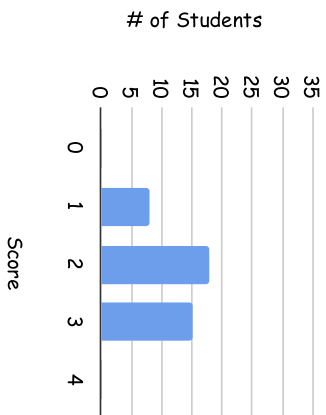
Score	0	1	2	3	4
Fall 2020 EL	1	0	2	0	0
Fall 2020 MTG	0	0	8	0	0
Fall 2020 SPED	1	0	5	0	0
Winter 2021					
Spring 2021					

[illegible]

## 8th Grade

### Teacher A

Purpose/Organization



Score

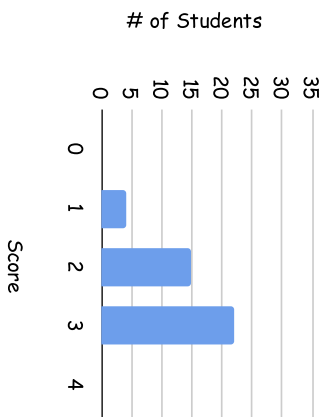
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher A

Development/Elaboration



Score

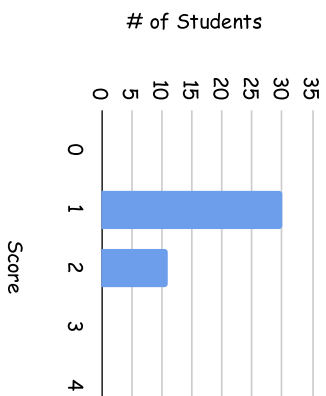
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher A

Conventions



Score

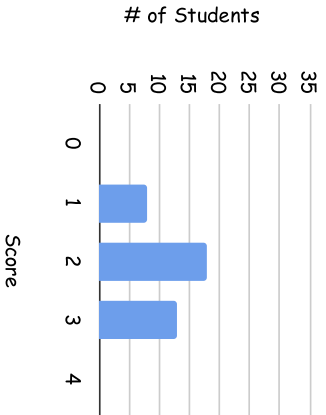
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher B

Purpose/Organization



Score

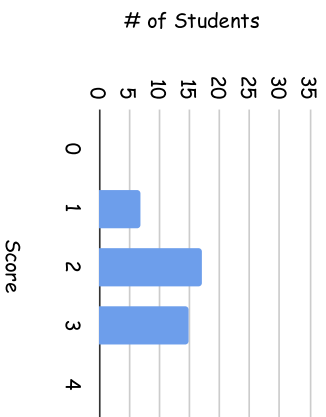
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher B

Development/Elaboration



Score

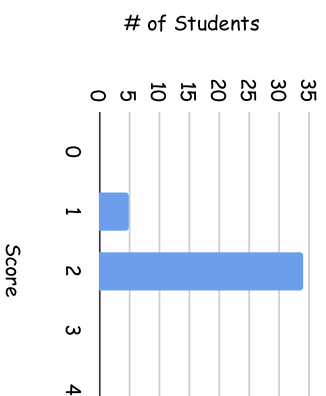
Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

### Teacher B

Conventions



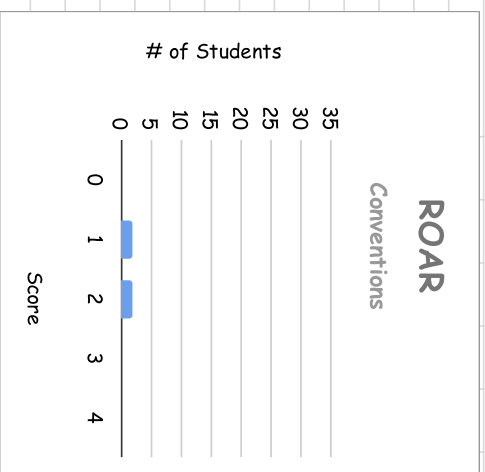
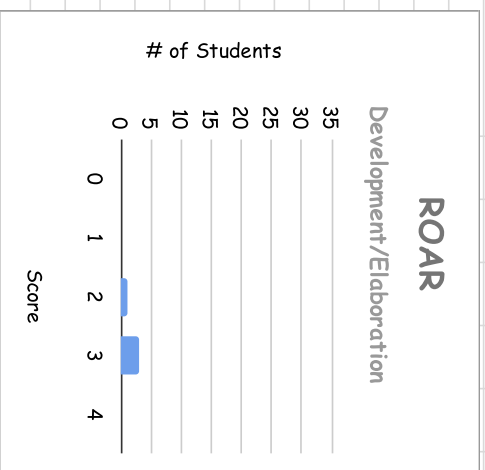
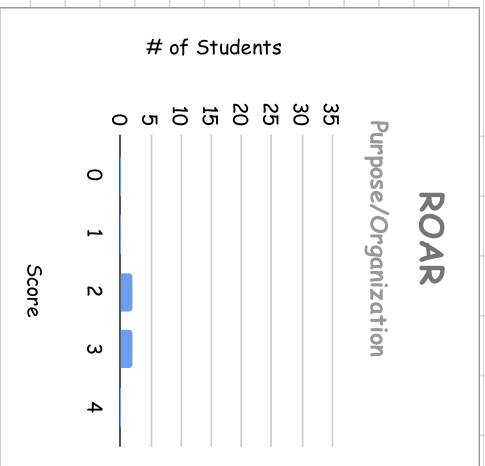
Score

Fall 2020 0 1 2 3 4

Winter 2021

Spring 2021

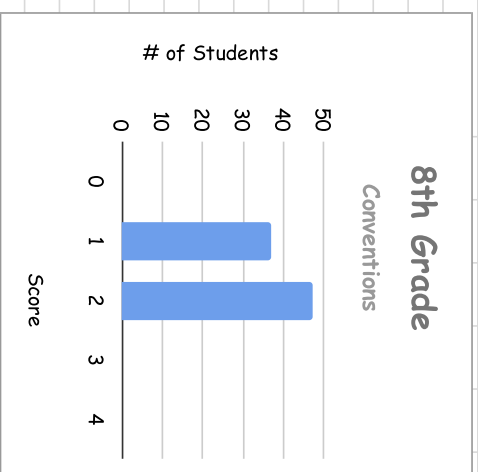
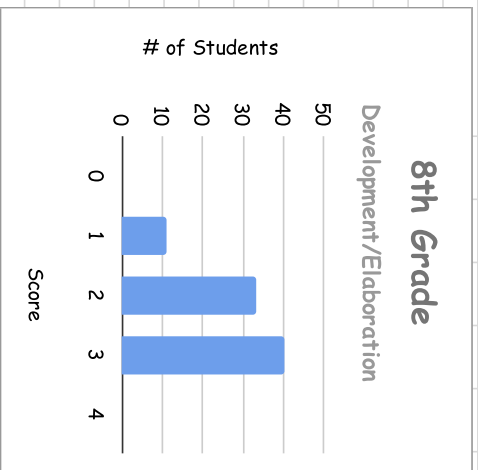
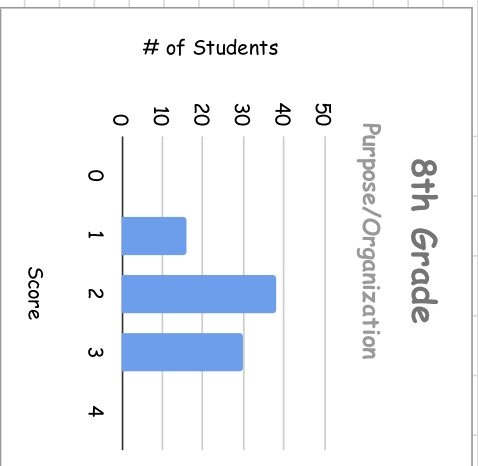




Score	0	1	2	3	4
Fall 2020	0	0	2	2	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	0	0	1	3	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	0	2	2	0	0
Winter 2021					
Spring 2021					



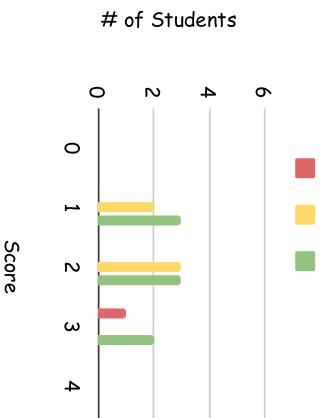
Score	0	1	2	3	4
Fall 2020	0	16	38	30	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	0	11	33	40	0
Winter 2021					
Spring 2021					

Score	0	1	2	3	4
Fall 2020	0	37	47	0	0
Winter 2021					
Spring 2021					

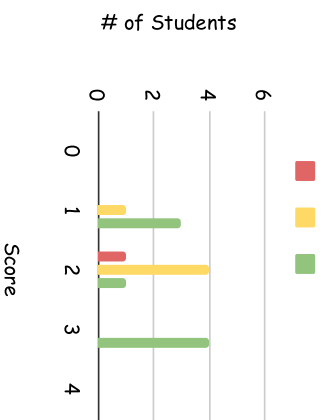
## EL, Migrant, & SPED

Purpose/Organization



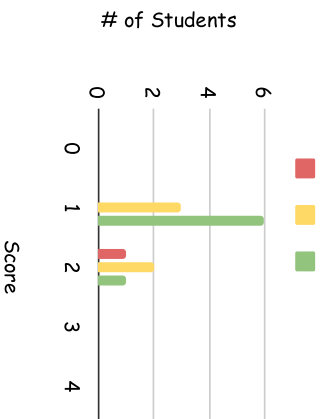
## EL, Migrant, & SPED

Development/Elaboration



## EL, Migrant, & SPED

Conventions



Score

0

1

2

3

4

Fall 2020 EL

0

0

2

3

0

Fall 2020 MIG

0

2

3

0

0

Fall 2020 SPED

0

3

3

2

0

Winter 2021

0

3

3

Spring 2021

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

Smarter Balanced 4-Point Narrative Performance Task Writing Rubric (Grades 6-11)

Notes:

10% of 8th graders did not turn-in their assessment.

Over half of the 10% are students in our sub-groups.

Conventions are a 0 - 2 point score.

Score

0

1

2

3

4

Fall 2020 EL

0

0

1

1

0

Fall 2020 MIG

0

3

2

0

0

Fall 2020 SPED

0

6

1

0

0

Winter 2021

0

6

1

Spring 2021

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

# Opinion Rubric: Grade 1

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> <li>creates and maintains a meaningful organizational structure.</li> <li>clearly maintains the opinion throughout the text.</li> <li>uses well-chosen words and phrases that add effect to the opinion piece.</li> </ul>	<p>The writer demonstrates complete understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> <li>clearly introduces the topic.</li> <li>states an opinion about the topic.</li> <li>includes at least one reason for the opinion based on inferences made about the topic.</li> <li>includes purposefully chosen evidence that supports the reason(s).</li> <li>uses a wide variety of linking words and phrases that connect reasons with evidence.</li> <li>includes an effective concluding sentence or paragraph that makes the reader think about the writer's ideas.</li> <li>consistently uses third person and present tense.</li> </ul>	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>writes engaging and meaningful complete sentences.</li> <li>uses parts of speech in unique ways.</li> <li>uses grammar conventions in clear and concise ways.</li> </ul>	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.</li> </ul>
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> <li>creates and maintains an organizational structure.</li> <li>maintains the opinion throughout the text.</li> <li>uses words and phrases that add effect to the opinion piece.</li> </ul>	<p>The writer demonstrates an adequate understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> <li>introduces the topic.</li> <li>states an opinion about the topic.</li> <li>includes one reason for the opinion based on inferences made about the topic.</li> <li>includes evidence that supports the reason.</li> <li>uses linking words and phrases that connect reasons with evidence.</li> <li>includes a concluding sentence or paragraph.</li> <li>uses third person and present tense most of the time.</li> </ul>	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>writes adequate complete sentences.</li> <li>uses parts of speech correctly.</li> <li>uses grammar conventions correctly.</li> </ul>	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>makes occasional mechanical mistakes, but they do not hinder overall meaning.</li> </ul>
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> <li>attempts to create an organizational structure. Ideas are difficult to follow.</li> <li>inadequately maintains the opinion throughout the text. Text suggests the writer does not understand the stated opinion.</li> <li>uses few words and phrases that add effect to the opinion piece.</li> </ul>	<p>The writer demonstrates some understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic.</li> <li>states a weak opinion about the topic.</li> <li>includes a weak reason for the opinion.</li> <li>includes some evidence that supports the reason, but evidence is weak.</li> <li>uses some linking words and phrases that connect reasons with evidence.</li> <li>includes a weak concluding sentence or paragraph.</li> <li>uses third person and present tense some of the time.</li> </ul>	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>attempts to write complete sentences.</li> <li>uses some parts of speech correctly.</li> <li>uses some grammar conventions correctly.</li> </ul>	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>makes many mechanical mistakes, and they hinder overall meaning.</li> </ul>
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> <li>does not attempt to create an organizational structure.</li> <li>does not maintain the opinion throughout the text.</li> <li>uses few, if any, words and phrases that add effect to the opinion piece.</li> </ul>	<p>The writer demonstrates little, if any, understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> <li>does not introduce the topic.</li> <li>states an unclear opinion.</li> <li>includes a reason for the opinion. The reason may or may not be connected to the topic.</li> <li>includes little, if any, evidence that supports the reason.</li> <li>uses few, if any, linking words and phrases that connect reasons with evidence.</li> <li>does not include a concluding sentence or paragraph.</li> <li>rarely uses third person and present tense correctly.</li> </ul>	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>does not write coherent complete sentences.</li> <li>rarely uses parts of speech correctly.</li> <li>rarely uses grammar conventions correctly.</li> </ul>	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>makes many mechanical mistakes, and they hinder overall meaning.</li> </ul>

# Informative/Explanatory Report Rubric: Grade 2

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are wellorganized and well developed. The writer:</p> <ul style="list-style-type: none"> <li>• includes an introduction, or lead, that grabs readers' attention.</li> <li>• creates and maintains a meaningful organizational structure.</li> <li>• uses well-chosen words and phrases that add effect and description to the informational piece.</li> <li>• includes a strong conclusion that keeps readers thinking.</li> </ul>	<p>The writer demonstrates complete understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> <li>• thoroughly develops the topic by including accurate information (facts, definitions, details).</li> </ul>	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>• writes engaging and meaningful complete and compound sentences.</li> <li>• uses parts of speech in unique ways.</li> <li>• uses grammar conventions in clear and concise ways.</li> </ul>	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>• always correctly indents paragraphs.</li> <li>• makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.</li> </ul>
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> <li>• includes an introduction, or lead.</li> <li>• creates and maintains an organizational structure.</li> <li>• uses words and phrases that add effect and description to the informational piece.</li> <li>• includes a conclusion.</li> </ul>	<p>The writer demonstrates an adequate understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> <li>• develops the topic by including accurate information (facts, definitions, details).</li> </ul>	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>• writes adequate complete and compound sentences.</li> <li>• uses parts of speech correctly.</li> <li>• uses grammar conventions correctly.</li> </ul>	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>• correctly indents paragraphs most of the time.</li> <li>• makes occasional mechanical mistakes, but they do not hinder overall meaning.</li> </ul>
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> <li>• includes an introduction, or lead, that is weak.</li> <li>• attempts to create and maintain an organizational structure. Ideas are difficult to follow.</li> <li>• uses some words and phrases that add effect and description to the informational piece.</li> <li>• includes a weak conclusion.</li> </ul>	<p>The writer demonstrates some understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> <li>• somewhat develops the topic by including accurate information (facts, definitions, details).</li> </ul>	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>• attempts to write complete and compound sentences.</li> <li>• uses some parts of speech correctly.</li> <li>• uses some grammar conventions correctly.</li> </ul>	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>• indents paragraphs some of the time.</li> <li>• makes many mechanical mistakes, and they hinder overall meaning.</li> </ul>
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> <li>• does not include an introduction, or lead.</li> <li>• does not create nor maintain an organizational structure. Ideas are difficult to follow.</li> <li>• uses few, if any, words and phrases that add effect and description to the informational piece.</li> <li>• does not include a conclusion.</li> </ul>	<p>The writer demonstrates little, if any, understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> <li>• does not develop the topic.</li> </ul>	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> <li>• does not write coherent complete and compound sentences.</li> <li>• rarely uses parts of speech correctly.</li> <li>• rarely uses grammar conventions correctly.</li> </ul>	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> <li>• does not attempt to indent paragraphs.</li> <li>• makes many mechanical mistakes, and they hinder overall meaning.</li> </ul>

3RD GRADE  
4TH GRADE

**4-Point  
Opinion  
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>opinion is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	<b>Purpose/Organization</b>				

**4-Point  
Opinion**

**Performance Task Writing Rubric (Grades 3–5)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the opinion.

**2-Point  
Opinion**

**Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul>
<b>Conventions</b>				<p>(Off-purpose responses will still receive a score in Conventions.)</p>

**Holistic Scoring:**

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.



5th GRADE

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
<b>Purpose/Organization</b>					



**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3–5)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	<ul style="list-style-type: none"> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

**2-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul>
<b>Conventions</b>				(Off-purpose responses will still receive a score in Conventions.)

**Holistic Scoring:**

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

6TH GRADE

**4-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged *</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\* acknowledging and/or addressing the opposing point of view begins at grade 7

**4-Point  
Argumentative**

**Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

**2-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	2	1	0	NS
	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul>
<b>Conventions</b>				<p>(Off-purpose responses will still receive a score in Conventions.)</p>

**Holistic Scoring:**

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.



7<sup>TH</sup> GRADE

**4-Point  
Informative-Explanatory**

**Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques*</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques*</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	<ul style="list-style-type: none"> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

**2-Point**  
**Informative-Explanatory**  
**Performance Task Writing Rubric (Grades 6-11)**

Score	2	1	0	NS
<b>Conventions</b>	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

**Holistic Scoring:**

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.



8th GRADE

**4-Point  
Narrative  
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> <li>an effective plot helps to create a sense of unity and completeness</li> <li>effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>natural, logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul>	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> <li>an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>adequately maintains a setting, develops narrator/characters, and/or maintains point of view*</li> <li>adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul>	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> <li>there may be an inconsistent plot, and/or flaws may be evident</li> <li>unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*</li> <li>uneven use of appropriate transitional strategies and/or little variety</li> <li>weak or uneven sequence of events</li> <li>opening and closure, if present, are weak</li> </ul>	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>there is little or no discernible plot or there may just be a series of events</li> <li>may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*</li> <li>few or no appropriate transitional strategies may be evident</li> <li>little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>opening and/or closure may be missing</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*point of view begins at grade 7

**4-Point  
Narrative  
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
<b>Development/Elaboration</b>	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• experiences, characters, setting and events are clearly developed</li> <li>• connections to source materials may enhance the narrative</li> <li>• effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>• effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>• effective, appropriate style enhances the narration</li> </ul>	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and events are adequately developed</li> <li>• connections to source materials may contribute to the narrative</li> <li>• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>• adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>• generally appropriate style is evident</li> </ul>	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and events are unevenly developed</li> <li>• connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative</li> <li>• narrative techniques are uneven and inconsistent</li> <li>• partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and events may be vague, lack clarity, or confusing</li> <li>• connections to source materials, if evident, may detract from the narrative</li> <li>• use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>• may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>• little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Copied text</li> <li>• Off-purpose</li> </ul>

## 2-Point Narrative

### Performance Task Writing Rubric (Grades 3-11)

Score	2	1	0	NS
	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul>
<b>Conventions</b>				(Off-purpose responses will still receive a score in Conventions.)

#### Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Principal's Report**

**ACTION TO BE TAKEN: None - Informational**

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**STUDENT ACTIVITIES:** Current activities and academic support on campus include the following:

1st /2<sup>nd</sup> grade after school reading intervention: Mondays and Tuesdays

1<sup>st</sup>/2<sup>nd</sup> grade one on one reading intervention: Monday-Thursday

1<sup>st</sup>-8<sup>th</sup> grade Newcomer and ELD support: Monday-Thursday

3<sup>rd</sup> grade Migrant Tutoring: Wednesdays

4<sup>th</sup>-6<sup>th</sup> grade After School Tutoring: Mondays and Tuesdays

2<sup>nd</sup>-8<sup>th</sup> grade Saturday School Support: once a month

6<sup>th</sup>-8<sup>th</sup> grade Migrant Saturday School Support: once a month

8<sup>th</sup> grade Geometry Class: Monday-Thursday after school (in person and virtual)

8<sup>th</sup> grade Girls Inc: Fridays thru Dec. 7<sup>th</sup>

7<sup>th</sup> grade Girls Inc: Fridays

4<sup>th</sup>-6<sup>th</sup> grade band practice: Tuesdays after school

ASB Meetings

Yearbook Meetings

Kindness Club

**STUDENT ACADEMICS:** Focus on essential standards in ELA and math with some Science and Social Studies embedded. I-Ready diagnostics in reading and math in process. Results and growth to be shared with parents in the Board of Trustees. First semester ends on December 18<sup>th</sup>. Report cards will be mailed home in early January. 3<sup>rd</sup>-8<sup>th</sup> grade classes have begun to give CAASPP Blocks as a form of assessment and mastery.

**PROFESSIONAL LEARNING COMMUNITIES (PLCs):** Weekly PLC meetings take place each Friday from 7:45-9:15 a.m. Mrs. Armenta has scheduled time to meet with each group to support teaching and accessing.

**DISCIPLINE/SUSPENSIONS:** Student behavior has been positive and there have been no suspensions to report.

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Board Member Report**

**ACTION TO BE TAKEN: None - Informational**

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**BACKGROUND INFORMATION:** This regular agenda item provides an opportunity for individual Trustees to make requests for information and/or suggest future Board agenda items supported by the Board and provide direction to staff based on Board agreement. In addition, it provides an opportunity for Trustees to make brief reports to the Board.

**CONCLUSION:** This report provides an opportunity for Board input.

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Area Trustee Report**

**ACTION TO BE TAKEN: None - Informational**

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**BACKGROUND INFORMATION:** The California Voting Rights Act (CVRA) was enacted in 2002. Districts who elect board members by “trustee areas” are immune to the CVRA. The NCJUSD currently elects its board member at large. For a District to move towards “trustee area” elections, a District would work with a law firm who has experience in the process. This regular agenda item provides an opportunity for the Superintendent to keep the Board of Trustees updated on the District’s status as it pertains to this issue.

**CONCLUSION:** The Superintendent will provide up to date information available at the time of the meeting.

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE:** December 15, 2020

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** Superintendent's Report

**ACTION TO BE TAKEN:** None - Informational

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Wall of Giving: This year the District was able to give out 77 gifts to students. This continues to be a wonderful tradition that families look forward to supporting.

Student Enrollment:

Enrollment as of December 9, 2020 is 732 students. The District's enrollment continues to remain constant during the first semester.

ROAR- The students in the ROAR program have the option to continue for the 2<sup>nd</sup> semester. At this we have 67 students in ROAR for the 1<sup>st</sup> semester.

58 are returning for the 2<sup>nd</sup> semester. Students who are on the ROAR waitlist will have the opportunity to move to ROAR for the 2<sup>nd</sup> semester January -June.

Independent Study Contracts- During the month of November and December, the District has had the following number of students out on ISC:

10/28-11/19: 30 students

11/30-12/17: 63 students (This number changes as families have COVID exposure and must keep their students at home.)

During the months of November and December and January, the District typically has 30-40 students out on ISC for vacation and for families who travel Mexico for work. Some of the students out on ISC this year are due to vacation and travel and the rest are due to COVID concerns.

Students who are out on ISC are to do all the work in their Google Classroom, 45 minutes of i-Ready Reading and Math, read for 30 minutes, and practice math facts at their grade level, as well as 30 minutes of PE exercise daily. All work is to be turned in so that it can be graded by the classroom teacher.

Assessments: Students who are out for 3 weeks or more, may not be able to be assessed on current ELA and math standards. This will be noted on the 1<sup>st</sup> semester report cards.

The current enrollment numbers have been provided for review.

Learning Continuity and Attendance Plan: The District is providing actions and services identified in the LCAP for the 2020-2021 school year.

Update on School Plan During COVID: Information moving into January 2021 will be provided at the Board of Trustee Meeting for discussion to include- ROAR, an optional Independent Study Contract for families for the month of January, and any other plans that need to be put in place after the holiday break.

San Benito County is currently in a Stay At Home Order as of Monday, December 7, 2020. Schools that were open prior to this order can stay open. Spring Grove has been open since October 28, 2020. The District continues to monitor attendance, illnesses, and any exposures to determine next steps.

The District requires all students and staff to wear a face mask on campus.

All students and staff hand sanitize often throughout the day starting with when they enter the campus.

All students have their temperature taken upon entry to the campus.

All staff take a health survey each morning at the start of their workday.

All staff and students work to stay 6 ft. apart.

The staff had an informational ZOOM meeting to explain what a contact is, the importance of being 6 ft apart, and the safety and sanitizing protocols on December 4, 2020.

Families and staff receive emails and texts with up to date information from the District multiple times per week.

Superintendent/Principal Bernosky attends ZOOM meetings biweekly with SB Public Health, SBCOE, and administrators in San Benito County.

The District had air purifiers installed in every room on campus. This is one of the recommendations from the California Department of Health.

Suggestions or changes in guidelines and safety protocols are followed as they arise.

**CONCLUSION:** This report provides the Superintendent an opportunity to share current information.



# Spring Grove Projected Enrollment

As of December 9, 2020

Teachers	total	Teachers	Total
Barone	20	Betancourt	24
Nehme	20	Bloom	27
Painter TK	4	Brantome	26
Painter K	16	ROAR	7
Lowther	20	<b>Total 5th</b>	<b>84</b>
ROAR	<b>8</b>		
<b>Total TK/K</b>	<b>88</b>		
		Asplund	22
Garman	22	Salas	25
Isom	22	Scimeca	24
Shugars	22	ROAR	7
ROAR	12	Martarano	5
<b>Total 1st</b>	<b>78</b>	<b>Total 6th</b>	<b>83</b>
Canez	<b>18</b>	Gastello	24
Neff	<b>16</b>	Johnson	25
Oldakowski	<b>17</b>	Pacheco	26
ROAR	5	ROAR	8
<b>Total 2nd</b>	<b>56</b>	Martarano	1
		<b>Total 7th</b>	<b>84</b>
Hain	18	Balbas	31
Lalande	19	Griffin	31
Raine	20	Guardino	29
Tomasini	19	ROAR	5
ROAR	7	Martarano	3
<b>Total 3rd</b>	<b>83</b>	<b>Total 8th</b>	<b>99</b>
Kakebeen	23		
Montoya	23		
Picha	23	<b>Total</b>	<b>732</b>
ROAR	8		
<b>Total 4th</b>	<b>77</b>		

Chamblin TK-6<sup>th</sup> grade SPED (Caseload 21 students)

Martarano 6<sup>th</sup>-8<sup>th</sup> grade SPED (Caseload 21 students)

Kaplansky 1<sup>st</sup>-8<sup>th</sup> grade PE

ROAR Belscher, Horne, Berlanga

Speech .6 Shores



# CONSENT ITEMS

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## MEETING MINUTES

### BOARD OF TRUSTEES REGULAR MEETING

November 12, 2020

<b>CALL TO ORDER</b>	The meeting was called to order at 6:02PM by Board President, Ted Zanella.
	Members Present: Cindy King, Trustee, Frank O'Connell, Trustee, Ted Zanella, Board President Members Absent: Stan Pura, Trustee, Renee Faught, Board Clerk
<b>1. Pledge of Allegiance</b>	The Pledge of Allegiance was led by Board President, Ted Zanella .
<b>2. Approval of Agenda</b>	Revised minutes for the 10/8/20 meeting were provided to the Board. Motion to approve agenda by Cindy King, 2 <sup>nd</sup> by Frank O'Connell. VOTE: Cindy King , Aye, Frank O'Connell, Aye, Ted Zanella, Aye Absent: Stan Pura, Renee Faught, Board Clerk
<b>3. Recognition of Visitors</b>	None
<b>5. Student Recognition</b>	The Board convened in the Gym where English Language Learners were redesignated as English Proficient in a short ceremony.
<b>PUBLIC COMMENTS</b>	NONE
<b>ASB REPORT</b>	There was no member of ASB present. Report was provided for reading.
<b>FISCAL SERVICES REPORT</b>	Sheila Maes (Manager, Fiscal Services) reviewed the provided report and added that revenues were \$2.4 million. Expenses have been \$1.9 million. NCJUSD is now collecting Developer Fees directly.
<b>DIRECTOR'S REPORT</b>	Gabriella Armenta (Director of Student Services, Curriculum and Instruction) provided an amended report that added one additional student to the list of those who were redesignated. Ms. Armenta reviewed the report and added: MIGRANT: The Migrant School Readiness Program has begun. There are 6 preschool aged children participating. Ms. Armenta is gathering information on the needs of the Migrant students. There will also be Migrant Saturday School once per month in November and December. ELD: As of November 12, 2020, there are 82 English Learners at Spring Grove School
<b>RE-OPEN SCHOOL REPORT</b>	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added that on campus instruction successfully began on October 28 <sup>th</sup> . The staff has diligently provided and used PPE and social distancing. There is discussion of installing air purifiers in each building. Mrs. Bernosky is trying to provide a lot of direct communication to staff, students and parents.
<b>PRINCIPAL'S REPORT</b>	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added the following: STUDENT ACTIVITIES Mrs. Robin Horne has started to hold virtual Band meetings. BPST & RESULTS: Mrs. Bernosky reviewed the provided data and added that there is some evidence of learning loss especially in the current first grade group who missed out on 3 months of in person Kindergarten. PLCS: Teachers are participating in their PLCS either in person or virtually each Friday. Currently, the focus is on rigor and analyzing data. STUDENT DISCIPLINE: There have only been very minor discipline issues and teachers, administration and parents are actively communicating.
<b>REVIEW 2021/2022 &amp; 2022/2023 PROPOSED CALENDARS</b>	Mrs. Bernosky (Superintendent/Principal) presented the proposed calendars for a first reading. The calendars mirror those of SBHS where Spring Grove siblings attend. They will be brought back for approval at the December meeting.
<b>BOARD MEMBER REPORT</b>	Ted Zanella, Board President reported that he would like to congratulate all staff on overcoming all obstacles and getting students back to on-campus learning.
<b>AREA TRUSTEE REPORT</b>	NONE
<b>SUPERINTENDENT'S REPORT</b>	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added: TURKEY TROT: The annual Turkey Trot will have to be postponed. The plan is to hold a run in the Spring. WALL OF GIVING: The Wall of Giving will be posted soon. Wrapped gifts will be due to the school office on December 14 <sup>th</sup> .

Regular Board Meeting Minutes: November 12, 2020

	STUDENT ENROLLMENT: Current enrollment is 731
<b>CONSENT</b>	Motion to approve by Cindy King, 2nd by Frank O'Connell VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT Stan Pura, Renee Faught
<b>DISCUSSION / ACTION</b>	<p>1. Approve Resolution 20-21-05 Criteria for Determining Order of Seniority for Those Employees with the Same Date of First Paid Service Motion to approve by Cindy King, 2nd by Frank O'Connell VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught</p> <p>2. Approve Transportation Agreement between NCJUSD and SBHSD, as presented Motion to approve by Frank O'Connell, 2nd by Cindy King VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught</p> <p>3. Approve Replacing Board Policy 6163.4 Student Use of Technology with Updated Language, as presented Motion to approve by Cindy King, 2nd by Frank O'Connell VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught</p> <p>4. Approve the addition of Board Policy 6157 Distance Learning Motion to approve by Frank O'Connell, 2nd by Cindy King VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught</p> <p>5. Approve the Date for the 2020 NCJUSD Board of Trustees Organizational Meeting, as presented Motion to approve changing the date of December's meeting to December 15, 2020 by Cindy King, 2nd by Frank O'Connell VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught</p>
<b>TRUSTEE FUTURE AGENDA ITEMS</b>	PG & E Costs and pros/cons of Solar
<b>ADJOURN TO CLOSED SESSION</b>	At 7:42 PM Motion to Adjourn to Closed Session by Cindy King, 2 <sup>nd</sup> by Frank O'Connell VOTE: Ted Zanella, Aye Frank O'Connell, Aye Cindy King, Aye ABSENT: Stan Pura, Renee Faught
<b>CLOSED SESSION</b>	<p>The Board of Trustees met in closed session to consider and/or discuss the following, pursuant to Government Code Section 54954.5</p> <p>1. Conference with Legal Counsel - Existing/Anticipated Litigation pursuant to Government Code 54956.9</p> <p>At 8:03 pm motion to reconvene to open session by Cindy King, 2<sup>nd</sup> by Frank O'Connell. No action was taken</p>

Respectfully Submitted,



Jenny Bernosky, Secretary  
North County Joint Union School District  
Board of Trustees

## NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

<b>DATE:</b>	December 15, 2020
<b>PRESENTED BY:</b>	Erin Livingston Human Resources
<b>TOPIC:</b>	Personnel Exhibit
<b>ACTION TO BE TAKEN:</b>	Approval Recommended

### **CERTIFICATED**

<b><u>NAME</u></b>	<b><u>ACTION</u></b>	<b><u>POSITION/FTE</u></b>	<b><u>EFFECTIVE</u></b>
Erica Brown	Hire	Certificated Substitute	11/16/20

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO Goal Func Cstctr Ste Mngr	Expenditure
07	00382924	11/04/2020	AMERICAN FIDELITY ASSURANCE CO Jul-Dec Flex & DepCare	010-0000-0-9522-00-0000-0000000-000-0000	Sub total:	1,574.82 1,574.82
07	00382925	11/04/2020	AMERICAN FIDELITY ASSURANCE CO Health Savings Account	010-0000-0-9522-00-0000-0000000-000-0000	Sub total:	50.00 50.00
07	00382926	11/04/2020	AT&T Phone Service ALL OTHER LOCAL REVENUE	010-0000-0-5930-00-0000-8200-0000000-000-0000 010-0000-0-8699-00-0000-0000-0000000-000-0000	Sub total:	1,538.00 -195.76- 1,342.24
07	00383249	11/16/2020	AT&T Phone Service	010-0000-0-5930-00-0000-8200-0000000-000-0000	Sub total:	330.86 330.86
07	00383250	11/16/2020	BOYD'S STRIPING SERVICE Parking lot Seal/Striping	400-0000-0-5670-00-0000-8100-0000000-000-0000	Sub total:	12,985.00 12,985.00
07	00383251	11/16/2020	CRYSTAL CREAMERY Milk Milk Milk Milk	130-5310-0-4710-00-0000-3700-0000000-000-0000 130-5310-0-4710-00-0000-3700-0000000-000-0000 130-5310-0-4710-00-0000-3700-0000000-000-0000 130-5310-0-4710-00-0000-3700-0000000-000-0000	Sub total:	443.79 469.89 508.07 691.58 2,113.33
07	00383252	11/16/2020	D&J LUMBER CO. INC. Maint. Supplies Maint. Supplies Maint. Supplies	010-0000-0-4380-00-0000-8200-0000000-000-0000 010-0000-0-4380-00-0000-8200-0000000-000-0000 010-0000-0-4380-00-0000-8200-0000000-000-0000	Sub total:	66.36 102.62 99.95 268.93
07	00383253	11/16/2020	DANIELSEN COMPANY Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies	130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000 130-5310-0-4319-00-0000-3700-0000000-000-0000	Sub total:	150.19- 221.57 204.80 393.14 530.26 64.40 602.49 824.69 673.70 499.21 165.45 4,029.52
07	00382927	11/04/2020	DANNIS WOLIVER KELLEY Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000	Sub total:	66.00 66.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO Goal Func Cstctr	Stc Mngr	Expenditure
07	00383254	11/16/2020	DASSEL'S PETROLEUM FUEL	010-0000-0-4360-00-0000-3600-000000-000-0000			75.40
				Sub total:			75.40
07	00383255	11/16/2020	DEPARTMENT OF JUSTICE FINGERPRINTING	010-0000-0-5838-00-0000-7400-000000-000-0000			49.00
				Sub total:			49.00
07	00383256	11/16/2020	DISCOUNT SCHOOL SUPPLY CLASSROOM/OFFICE SUPPLIES	010-7420-0-4310-00-1110-1000-000000-000-0000			70.30
				Sub total:			70.30
07	00383257	11/16/2020	FERGUSON H&C #794 FILTERS	010-0000-0-4380-00-0000-8200-000000-000-0000			601.72
				Sub total:			601.72
07	00382928	11/04/2020	Fastenal Company COVID Cleaning Supplies WorkStation Shields-COVID	010-7388-0-4310-00-1110-1000-000000-000-0000			1,572.02
				010-7388-0-4310-00-1110-1000-000000-000-0000			1,916.03
				Sub total:			3,488.05
07	00382929	11/04/2020	GAVLIN PEST CONTROL Weed/Pest Control	010-8150-0-5830-00-0000-8200-000000-000-0000			80.00
				010-8150-0-5830-00-0000-8200-000000-000-0000			130.00
				010-8150-0-5830-00-0000-8200-000000-000-0000			55.00
				Sub total:			265.00
07	00382930	11/04/2020	GOLD STAR FOODS Food/Supplies	130-5310-0-4380-00-0000-3700-000000-000-0000			9.00
				130-5310-0-4380-00-0000-3700-000000-000-0000			51.30
				130-5310-0-4380-00-0000-3700-000000-000-0000			7.20
				Sub total:			67.50
07	00383258	11/16/2020	GOLD STAR FOODS Food/Supplies	130-5310-0-4710-00-0000-3700-000000-000-0000			304.81
				130-5310-0-4710-00-0000-3700-000000-000-0000			241.40
				130-5310-0-4710-00-0000-3700-000000-000-0000			66.58
				130-5310-0-4710-00-0000-3700-000000-000-0000			688.29
				130-5310-0-4710-00-0000-3700-000000-000-0000			58.14
				130-5310-0-4710-00-0000-3700-000000-000-0000			123.69
				130-5310-0-4710-00-0000-3700-000000-000-0000			1,132.23
				130-5310-0-4710-00-0000-3700-000000-000-0000			65.24
				130-5310-0-4710-00-0000-3700-000000-000-0000			459.11
				130-5310-0-4710-00-0000-3700-000000-000-0000			241.62
				130-5310-0-4710-00-0000-3700-000000-000-0000			250.71
				130-5310-0-4710-00-0000-3700-000000-000-0000			244.95-
				Sub total:			3,386.87
07	00382931	11/04/2020	GREAT MINDS LLC Eureka Math Affirm - 1 year	010-3220-0-4100-00-1110-1000-000000-000-0000			1,875.00
				Sub total:			1,875.00



Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr	Ste Mngr	Expenditure
07	00382932	11/04/2020	HILLYARD/ SAN FRANCISCO Operational Supplies	010-0000-0-4380-00-0000-8200-000000-000-0000					76.22
									Sub total:
									76.22
07	00383259	11/16/2020	HILLYARD/ SAN FRANCISCO Operational Supplies	010-0000-0-4380-00-0000-8200-000000-000-0000					71.22
				010-3210-0-4310-00-1110-1000-000000-000-0000					331.48
									Sub total:
									402.70
07	00383260	11/16/2020	HOLLISTER AUTO PARTS SUPPLIES	010-0000-0-4380-00-0000-8200-000000-000-0000					43.46
									Sub total:
									43.46
07	00382933	11/04/2020	HOLLISTER LANDSCAPE SUPPLY INC 50/50 Fill Dirt	010-0000-0-4380-00-0000-8200-000000-000-0000					1,344.47
									Sub total:
									1,344.47
07	00382934	11/04/2020	Image Source Usage/Copies	010-0000-0-5610-00-0000-7200-000000-000-0000					597.81
				010-0000-0-5610-00-0000-7200-000000-000-0000					111.09
				010-0000-0-5610-00-0000-7200-000000-000-0000					229.50
				010-0000-0-5610-00-0000-7200-000000-000-0000					64.30
				010-0000-0-5610-00-0000-7200-000000-000-0000					152.19
				010-0000-0-5610-00-1110-1000-000000-000-0000					202.53
				010-0000-0-5610-00-1110-1000-000000-000-0000					188.13
				010-0000-0-5610-00-1110-2700-000000-000-0000					66.68
				010-0000-0-5610-00-1110-2700-000000-000-0000					51.01
									Sub total:
									1,663.24
07	00382935	11/04/2020	METROPOLITAN LIFE INSURANCE CO Insurance Premiums	010-0000-0-9944-00-0000-0000-000000-000-0000					67.55
									Sub total:
									67.55
07	00382936	11/04/2020	MISSION LINEN SUPPLY Towel Service	010-0000-0-4380-00-0000-8200-000000-000-0000					10.00
				010-0000-0-4380-00-0000-8200-000000-000-0000					10.00
				010-0000-0-4380-00-0000-8200-000000-000-0000					10.00
				010-0000-0-4380-00-0000-8200-000000-000-0000					10.00
				010-0000-0-4380-00-0000-8200-000000-000-0000					10.00
				010-0000-0-4380-00-0000-3700-000000-000-0000					37.30
				010-0000-0-4380-00-0000-3700-000000-000-0000					37.30
				010-0000-0-4380-00-0000-3700-000000-000-0000					37.30
									Sub total:
									151.90
07	00382937	11/04/2020	PACIFIC GAS & ELECTRIC CO Gas & Electric	010-0000-0-5522-00-0000-8200-000000-000-0000					6,635.82
				010-0000-0-5522-00-0000-8200-000000-000-0000					37.16
									Sub total:
									6,672.98
07	00382938	11/04/2020	PAR PUBLICATIONS FAM Screening Forms	010-6500-0-4310-00-5770-3120-000000-000-0000					1,289.52

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr	Site Mngr	Expenditure
				010-6500-0-4310-00-5770-3120-000000-000-0000					106.39
	POI20090	FAM Screening Forms		010-6500-0-9512-00-0000-0000-000000-000-0000					106.39-
	POI20090	FAM Screening Forms		Sub total:					1,289.52
07	00382939	11/04/2020 Pinnacle Healthcare		010-0000-0-5830-00-0000-7400-000000-000-0000					25.00
	POI20048	Employee TB test/Physicals		Sub total:					25.00
07	00382940	11/04/2020 RJR ENVIRONMENTAL INC.		010-0000-0-5515-00-0000-8200-000000-000-0000					843.12
	POI10019	Garbage/Recycling Service		Sub total:					843.12
07	00383261	11/16/2020 ROSS RECREATION EQUIPMENT CO.		010-8150-0-4380-00-0000-8110-000000-000-0000					98.60
	POI20086	Swing Seat		Sub total:					98.60
07	00383262	11/16/2020 S.W. SCHOOL SUPPLY INC		010-7420-0-4310-00-1110-1000-000000-000-0000					187.66
	PV100027	CLASSROOM/OFFICE SUPPLIES		Sub total:					187.66
07	00383263	11/16/2020 SBCWD		010-0000-0-5555-00-0000-8200-000000-000-0000					104.39
	POI10022	Blue Valve Water		Sub total:					104.39
07	00383264	11/16/2020 SCHOLASTIC		010-1100-0-4310-00-1110-1000-000000-000-0000					572.58
	POI20032	ScholasticNews/Science Spin		Sub total:					572.58
07	00383265	11/16/2020 SELF-INSURED SCHOOLS OF CALIF.		010-0000-0-9521-00-0000-0000-000000-000-0000					6,895.90
	POI10001	Employee Benefits		010-0000-0-9525-00-0000-0000-000000-000-0000					15,677.99
	POI10001	Employee Benefits		010-0000-0-9940-00-0000-0000-000000-000-0000					1,345.53
	POI10001	Employee Benefits		010-0000-0-9941-00-0000-0000-000000-000-0000					4,512.78
	POI10001	Employee Benefits		010-0000-0-9942-00-0000-0000-000000-000-0000					33,600.00
				Sub total:					62,032.20
07	00383266	11/16/2020 San Mateo-Foster City SD		130-5310-0-5830-00-0000-3700-000000-000-0000					67.65
	PV100028	CONTRACTED SERVICES		Sub total:					67.65
07	00382941	11/04/2020 TEXAS LIFE INSURANCE COMPANY		010-0000-0-9944-00-0000-0000-000000-000-0000					296.11
	POI10038	Life Ins. Premiums		Sub total:					296.11
07	00382942	11/04/2020 U.S. BANK		010-0000-0-4310-00-0000-7110-000000-000-0000					314.36
	POI20088	Staff PD		010-0000-0-4310-00-0000-7200-000000-000-0000					247.89
	PV100024	CLASSROOM/OFFICE SUPPLIES		010-0000-0-4310-00-0000-7400-000000-000-0000					28.38
	POI10011	Staff/Student Incentives		010-0000-0-4310-00-1110-1000-000000-000-0000					41.24
	POI10012	Classroom/Computer Supplies		010-0000-0-4310-00-1110-2700-000000-000-0000					129.89
	PV100024	CLASSROOM/OFFICE SUPPLIES		010-0000-0-4320-00-1110-1000-000000-000-0000					43.16
	POI10012	Classroom/Computer Supplies							

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr	Stc Mngr	Expenditure
	P0110012		Classroom/Computer Supplies	010-0000-0-4320-00-1110-1000-000000-000-0000					12.98
	PV100024		MAINT/OPERATIONS SUPPLIES	010-0000-0-4380-00-0000-8200-000000-000-0000					965.45
	PV100024		CONFERENCE EXPENSES	010-0000-0-5220-00-0000-7300-000000-000-0000					245.00
	PV100024		CONFERENCE EXPENSES	010-0000-0-5220-00-1110-1000-074500-000-0002					99.00
	PV100024		CONFERENCE EXPENSES	010-0000-0-5220-00-1110-1000-074500-000-0002					100.00
	PV100024		DUES AND MEMBERSHIPS	010-0000-0-5300-00-0000-3600-000000-000-0000					149.00
	PV100024		POSTAGE	010-0000-0-5910-00-0000-7200-000000-000-0000					27.38
	PV100024		CLASSROOM/OFFICE SUPPLIES	010-3210-0-4310-00-1110-1000-000000-000-0000					75.76
	PV100024		CLASSROOM/OFFICE SUPPLIES	010-3210-0-4310-00-1110-1000-000000-000-0000					346.32-
	P0120080		USB Type C to Type B	010-3210-0-4310-00-1110-1000-000000-000-0000					795.48
	P0110010		Ongoing Maint. Supplies	010-8150-0-4380-00-0000-8200-000000-000-0000					142.76
	P0110010		Ongoing Maint. Supplies	010-8150-0-4380-00-0000-8200-000000-000-0000					67.08-
	P0110010		Ongoing Maint. Supplies	010-8150-0-4380-00-0000-8200-000000-000-0000					87.42
				Sub total:					3,091.75
07	00383267	11/16/2020	U LINE	010-7420-0-4310-00-1110-1000-000000-000-0000					1,260.11
	P0120099		CANOPERS						1,260.11
				Sub total:					
07	00382943	11/04/2020	United Medco Pharmaceuticals	010-7388-0-4310-00-1110-1000-000000-000-0000					541.76
	P0120081		Disinfecting Wipes	010-7388-0-4310-00-1110-1000-000000-000-0000					44.70
	P0120081		Disinfecting Wipes	010-7388-0-9512-00-0000-0000-000000-000-0000					44.70-
				Sub total:					541.76
07	00382944	11/04/2020	VERDEGAAL INC.	010-8150-0-5670-00-0000-8100-000000-000-0000					188.00
	PV100025		REPAIRS, CONTRACTED						188.00
				Sub total:					
07	00383268	11/16/2020	WATSONVILLE COAST PRODUCE INC	130-5310-0-4710-00-0000-3700-000000-000-0000					241.10
	P0110069		PRODUCE	130-5310-0-4710-00-0000-3700-000000-000-0000					92.50
	P0110069		PRODUCE	130-5310-0-4710-00-0000-3700-000000-000-0000					205.50
				Sub total:					539.10
07	00382945	11/04/2020	Xerox Financial Services LLC	010-0000-0-5610-00-0000-7200-000000-000-0000					446.64
	P0110023		Copier Lease	010-0000-0-5610-00-1110-1000-000000-000-0000					893.26
	P0110023		Copier Lease	010-0000-0-5610-00-1110-1000-000000-000-0000					446.64
				Sub total:					1,786.54
				Total Warrants Issued:					115,986.15
				Total Warrants Canceled:					.00
				Total Warrants (Issued - Canceled):					115,986.15



# San Benito County Office of Education

## Krystal Lomanto, County Superintendent of Schools

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460 Fifth Street | Hollister, California 95023 | 831. 637.5393 | FAX 831. 637.0140

### Memorandum

TO: Krystal Lomanto, County Office of Education  
Board Presidents, Rural Schools  
Jenny Bernosky, North County Joint Union School District  
Michele Huntoon, Aromas-San Juan Unified School District  
Bronson Mendes-Lobue, Tres Pinos School District  
Diego Ochoa, Hollister School District  
Dr. John Schilling, Southside School District  
Dr. Shawn Tennenbaum, San Benito High School District

FROM: Shannon Hansen, Assistant Superintendent, Business Services

DATE: November 3, 2020

RE: **Investment of Funds Report Quarter Ending September 30, 2020**

A handwritten signature in blue ink, appearing to be "Shannon Hansen", is written over the "FROM:" line of the memorandum.

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Enclosed please find the Quarterly Investment of Funds Report for Quarter ending September 30, 2020.

This report is prepared by the Treasurer and reflects the overall pool of invested funds of which schools are a part. This report and subsequent quarterly reports are required to go to your Board for review and acceptance and should be documented as action in your minutes.

If you should have any questions, please call Melinda L. Casillas at 636-4034. Thank you.

Enclosure(s)

cc: Teacher-Principals  
Roseanne Lascano  
Sheila Maes  
Janet Watson  
Lisa Wiggins  
Elizabeth Wilson

**MELINDA L. CASILLAS**

**TREASURER, TAX COLLECTOR  
& PUBLIC ADMINISTRATOR**  
440 Fifth Street, Room 107  
Hollister, CA 95023



**OFFICE OF THE TAX COLLECTOR**

(831) 636-4034 • Fax (831) 636-4383  
propertytaxes@cosb.us

**OFFICE OF THE TREASURER  
& PUBLIC ADMINISTRATOR**

(831) 636-4043 • Fax (831) 636-4014  
treas-pa@cosb.us

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**COUNTY OF SAN BENITO**

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**TREASURER'S REPORT ON CASH AND INVESTMENTS**

**AS OF SEPTEMBER 30, 2020**

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**EARNINGS RATE OF RETURN ON POOLED INVESTMENTS**

AVERAGE RATE OF RETURN FOR THE <b>MONTH</b> ENDING	September 30, 2020	<b>1.6761%</b>
AVERAGE RATE OF RETURN FOR THE <b>QUARTER</b> ENDING	September 30, 2020	<b>1.7035%</b>
AVERAGE RATE OF RETURN FOR THE <b>FISCAL YEAR</b> ENDING	September 30, 2020	<b>1.7035%</b>

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**MAIN OPERATING ACCOUNT**

The balance in the County's main operating bank account, as of September 30, 2020 was **\$1,717,810.44**. There were three outstanding deposits picked up by our armored carrier in the amount of **\$19,639.20** not reflected in the Wells Fargo balance.

A handwritten signature in blue ink, appearing to read "Melinda L. Casillas", is written over a horizontal line.

Melinda L. Casillas, Treasurer/Tax Collector/PA

10/28/2020

Date



**SAN BENITO COUNTY**  
**PORTFOLIO MANAGEMENT SUMMARY**  
**September 30, 2020**



STATEMENT OF COMPLIANCE AND AVAILABILITY: I hereby declare, that to the best of my knowledge, all investments held within the County Investment Pool meet the requisites of the government codes and the terms of the County Investment Policy and are valued currently within this report. Market valuations are provided by the County's Custody / Safekeeping Bank, Union Bank. Furthermore, the Investment Portfolio is structured in such a way that sufficient cash shall be available to meet the normal, projected cash needs of the County and the Investment Pool participants during the next six months.

Asset Class	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Certificate of Deposit - Negotiable	55,000,000.00 ✓	55,010,000.00	55,018,764.22	26.71	0.49	174
Commercial Paper - Discount	44,500,000.00 ✓	44,487,460.00	44,472,765.16	21.59	0.23	114
Managed Pool Accounts	64,279,428.44	64,279,428.44	64,279,428.44	31.20	0.66	1
Medium Term Notes	40,000,000.00 ✓	40,158,750.00	39,927,145.42	19.38	1.41	219
Money Market	2,294,318.19 ✓	2,294,318.19	2,294,318.19	1.11	0.21	1
<b>Total / Average</b>	<b>206,073,746.63</b>	<b>206,229,956.63</b>	<b>205,992,421.43</b>	<b>100.00</b>	<b>0.66</b>	<b>114</b>

Meilinda Casillas, Treasurer-Tax Collector

Date

*Meilinda Casillas*  
*10/27/2020*



San Benito County  
Portfolio Holdings by Asset Class  
Report Group: San Benito County

Date: 9/30/2020

Description	Face Amount/ Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating	Days To Call/Maturity Duration To Maturity
<b>Certificate of Deposit - Negotiable</b>								
Barco Santander FR YCD Var. Negotiable CD 11/25/20	20,000,000.00	11/25/2019	20,000,000.00	100.00	20,000,000.00	9.71%	S&P-A	56
05966DWL2	20,000,000.00	0.48	20,000,000.00	0.48	1,328.14	0.00	Moody's-A2	0
Credit Agricole YCD Var. Negotiable CD 8/9/2021	10,000,000.00	3/2/2020	10,011,000.00	100.11	10,011,100.00	4.86%	S&P-A1	313
22532XPA0	10,000,000.00	0.61	10,007,605.71	0.61	8,478.26	3,494.29	Moody's-P1	0
Standard Chartered NY Floating YCD Var. Negotiable	15,000,000.00	9/25/2020	15,007,134.52	100.04	15,005,400.00	7.29%	S&P-A1	204
85325V6C9	15,000,000.00	0.34	15,007,134.52	0.34	839.37	-1,734.52	Moody's-P1	0
Sumitomo Mitsui YCD Var. Negotiable CD 5/14/2021	10,000,000.00	12/12/2019	10,007,650.00	99.94	9,993,500.00	4.86%	S&P-A1	226
86565BZY0	10,000,000.00	0.61	10,004,023.99	0.61	7,960.62	-10,523.99	Moody's-A	0
Sub Total Certificate of Deposit - Negotiable	55,000,000.00	0.49	55,025,784.52	0.49	55,010,000.00	26.72%		174
			55,018,764.22		18,606.39	-8,764.22		0
<b>Commercial Paper - Discount</b>								
Cedar Springs Capital Co. CP 0 1/5/2021	15,000,000.00	9/22/2020	14,991,250.05	99.96	14,993,550.00	7.28%	S&P-A1	97
15060XN57	15,000,000.00	0.20	14,991,250.05	0.16	0.00	2,299.95	Moody's-P1	0.27
Macquarie Bank Limited Var. Corp 2/24/2021	15,000,000.00	3/12/2020	14,977,128.86	100.00	15,000,000.00	7.28%	S&P-A1	147
55607NHK9	15,000,000.00	0.30	14,989,973.40	0.30	752.82	10,026.60	Moody's-P1	0
Versailles LLC CP 0 1/4/2021	14,500,000.00	9/21/2020	14,491,541.71	99.96	14,493,910.00	7.03%	S&P-A1	96
92512LN49	14,500,000.00	0.20	14,491,541.71	0.16	0.00	2,368.29	Moody's-P1	0.26
Sub Total Commercial Paper - Discount	44,500,000.00	0.23	44,459,920.62	0.21	44,487,460.00	21.59%		114
			44,472,765.16		752.82	14,694.84		0.18
<b>Managed Pool Accounts</b>								
CAMP LGIP	3,501,617.54	4/7/2014	3,501,617.54	100.00	3,501,617.54	1.7%	None	1
CAMP4500	3,501,617.54	0.27	3,501,617.54	0.27		0.00	None	0
LAIF LGIP	60,518,000.00	6/30/2013	60,518,000.00	100.00	60,518,000.00	29.38%	None	1
LAIF5000	60,518,000.00	0.69	60,518,000.00	0.69		0.00	None	0





# San Benito County

## Portfolio Holdings by Asset Class

### Report Group: San Benito County

Date: 9/30/2020

Description	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating	Days To Call/Maturity Duration To Maturity
<b>CUSIP</b>								
Union Bank of California MM		6/30/2013	259,810.90	100.00	259,810.90	0.13%	None	1
MM3920	259,810.90	0.01	259,810.90	0.01		0.00	None	0
<b>Sub Total Managed Pool Accounts</b>	<b>64,279,428.44</b>	<b>0.66</b>	<b>64,279,428.44</b>	<b>0.66</b>	<b>64,279,428.44</b>	<b>31.21%</b>		<b>1</b>
						<b>0.00</b>		<b>0</b>
<b>Medium Term Notes</b>								
Australia & New Zealand Bank MTN Var. Corp 1/1		4/12/2019	10,120,820.00	100.94	10,094,100.00	4.88%	S&P-AA-	419
05252ACR0	10,000,000.00	1.13	10,057,756.00	1.13	11,915.64	36,344.00	Moody's-Aa3	0
Citibank NA Var. Corp 2/12/2021		4/1/2020	9,925,000.00	100.09	10,009,100.00	4.83%	S&P-A1	135
17325FAM0	10,000,000.00	0.61	9,956,466.88	0.61	8,260.31	52,633.12	Moody's-P1	0
National Australia BK MTN Var. Corp 7/12/2021		8/9/2017	5,096,160.00	100.74	5,036,800.00	2.44%	Moody's-Aa3	285
6325CODF5	5,000,000.00	1.27	5,024,492.95	1.27	14,214.60	12,307.05	S&P-AA-	0
Royal Bank of Canada Var. Corp 1/25/2021		3/19/2020	14,810,815.39	100.13	15,018,750.00	7.23%	S&P-A	117
78013XX29	15,000,000.00	2.19	14,888,428.59	2.19	61,252.80	130,320.41	Moody's-A2	0
<b>Sub Total Medium Term Notes</b>	<b>40,000,000.00</b>	<b>1.41</b>	<b>39,952,795.39</b>	<b>1.41</b>	<b>40,158,750.00</b>	<b>19.38%</b>		<b>219</b>
			<b>39,927,145.42</b>		<b>95,643.35</b>	<b>231,604.58</b>		<b>0</b>
<b>Money Market</b>								
River City Bank MM		7/1/2020	576,507.75	100.00	576,507.75	0.28%	NR	1
RCBCMM	576,507.75	0.85	576,507.75	0.85		0.00	None	0
Wells Fargo Cash		10/31/2016	1,717,810.44	100.00	1,717,810.44	0.83%	None	1
CASH4454	1,717,810.44	0.00	1,717,810.44	0.00		0.00	None	0
<b>Sub Total Money Market</b>	<b>2,294,318.19</b>	<b>0.21</b>	<b>2,294,318.19</b>	<b>0.21</b>	<b>2,294,318.19</b>	<b>1.11%</b>		<b>1</b>
						<b>0.00</b>		<b>0</b>
<b>TOTAL PORTFOLIO</b>	<b>206,073,746.63</b>	<b>0.66</b>	<b>206,012,247.16</b>	<b>0.66</b>	<b>206,229,956.63</b>	<b>100.00%</b>		<b>114</b>
			<b>205,992,421.43</b>		<b>115,002.56</b>	<b>237,535.20</b>		<b>0.04</b>



San Benito County  
Transactions Summary  
MONTHLY Transaction Activity - by Action  
Group By: Action  
Portfolio / Report Group: Report Group: San Benito County  
Begin Date: 08/31/2020, End Date: 09/30/2020

Description	CUSIP/Ticker	YTM @ Cost	Trade Date	Settlement Date	Maturity Date	Face Amount/Shares	Principal	Interest/Dividends	Total	Broker/Dealer	Custodian
<b>Buy</b>											
Cedar Springs Capital Co. CP 0 1/5/2021	15060XN57	0.200	9/21/2020	9/22/2020	1/5/2021	15,000,000.00	14,991,250.05	0.00	14,991,250.05	Tradition Asiel Securities	Union Bank3920
Standard Chartered NY Floating YCD Var. Negotiable	85325V6C9	0.000	9/24/2020	9/25/2020	4/22/2021	15,000,000.00	15,007,134.52	419.69	15,007,554.21	Tradition Asiel Securities	Union Bank3920
Versailles LLC CP 0 1/4/2021	92512LN49	0.200	9/18/2020	9/21/2020	1/4/2021	14,500,000.00	14,491,541.71	0.00	14,491,541.71	Tradition Asiel Securities	Union Bank3920
<b>Sub Total / Average Buy</b>						<b>44,500,000.00</b>	<b>44,489,926.28</b>	<b>419.69</b>	<b>44,490,345.97</b>		
<b>Deposit</b>											
CAMP LGIP	CAMP4500	0.000	9/30/2020	9/30/2020	N/A	1,617.54	1,617.54	0.00	1,617.54	None	None
CAMP LGIP	CAMP4500	0.000	9/28/2020	9/28/2020	N/A	6,500,000.00	6,500,000.00	0.00	6,500,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/22/2020	9/22/2020	N/A	1,500,000.00	1,500,000.00	0.00	1,500,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/17/2020	9/17/2020	N/A	1,200,000.00	1,200,000.00	0.00	1,200,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/10/2020	9/10/2020	N/A	2,000,000.00	2,000,000.00	0.00	2,000,000.00	None	None
LAIF LGIP	LAIF5000	0.000	9/16/2020	9/16/2020	N/A	14,500,000.00	14,500,000.00	0.00	14,500,000.00	None	None
LAIF LGIP	LAIF5000	0.000	9/11/2020	9/11/2020	N/A	14,500,000.00	14,500,000.00	0.00	14,500,000.00	None	None
River City Bank MM	RCBCMM	0.000	9/30/2020	9/30/2020	N/A	399.32	399.32	0.00	399.32	None	None
Union Bank of California MM	MM3920	0.000	9/28/2020	9/28/2020	N/A	8,699.46	8,699.46	0.00	8,699.46	None	None
Union Bank of California MM	MM3920	0.000	9/25/2020	9/25/2020	N/A	4,304.48	4,304.48	0.00	4,304.48	None	None
Union Bank of California MM	MM3920	0.000	9/25/2020	9/25/2020	N/A	221,250.00	221,250.00	0.00	221,250.00	None	None
Union Bank of California MM	MM3920	0.000	9/24/2020	9/24/2020	N/A	15,000,000.00	15,000,000.00	0.00	15,000,000.00	None	None
Union Bank of California MM	MM3920	0.000	9/22/2020	9/22/2020	N/A	991,250.05	991,250.05	0.00	991,250.05	None	None
Union Bank of California MM	MM3920	0.000	9/21/2020	9/21/2020	N/A	20,751.33	20,751.33	0.00	20,751.33	None	None
Union Bank of California MM	MM3920	0.000	9/21/2020	9/21/2020	N/A	14,000,000.00	14,000,000.00	0.00	14,000,000.00	None	None
Union Bank of California MM	MM3920	0.000	9/18/2020	9/18/2020	N/A	14,491,541.71	14,491,541.71	0.00	14,491,541.71	None	None
Union Bank of California MM	MM3920	0.000	9/17/2020	9/17/2020	N/A	14,495.84	14,495.84	0.00	14,495.84	None	None
Union Bank of California MM	MM3920	0.000	9/16/2020	9/16/2020	N/A	15,000,000.00	15,000,000.00	0.00	15,000,000.00	None	None
Union Bank of California MM	MM3920	0.000	9/10/2020	9/10/2020	N/A	65,638.90	65,638.90	0.00	65,638.90	None	None
Union Bank of California MM	MM3920	0.000	9/10/2020	9/10/2020	N/A	9,934,361.10	9,934,361.10	0.00	9,934,361.10	None	None

Description	CUSIP/Ticker	YTM @ Cost	Trade Date	Settlement Date	Maturity Date	Face Amount/Shares	Principal	Interest/Dividends	Total	Broker/Dealer	Custodian
Union Bank of California MM	MM3920	0.000	9/1/2020	9/1/2020	N/A	9.90	9.90	0.00	9.90	None	None
Wells FargoCash	CASH4454	0.000	9/30/2020	9/30/2020	N/A	1,717,810.44	1,717,810.44	0.00	1,717,810.44	None	None
<b>Sub Total / Average Deposit</b>						<b>111,672,130.07</b>	<b>111,672,130.07</b>	<b>0.00</b>	<b>111,672,130.07</b>		
<b>Interest</b>											
Banco Santander FR YCD Var. Negotiable CD 11/25/20	05966DWL2	0.000	9/25/2020	9/25/2020	11/25/2020	0.00	0.00	8,699.46 ✓	8,699.46	None	None
Bank of Nova Scotia Var. Negotiable CD 9/21/2020	06417GZ84	0.000	9/21/2020	9/21/2020	9/21/2020	0.00	0.00	20,751.33 ✓	20,751.33	None	None
CAMP LGIP	CAMP4500	0.000	9/30/2020	9/30/2020	N/A	0.00	0.00	1,617.54 ✓	1,617.54	None	None
Canadian Imperial Bank of Commerce Var. Corp 9/16/	13608CKJ0	0.000	9/16/2020	9/16/2020	9/16/2020	0.00	0.00	14,495.84	14,495.84	None	None
Macquarie Bank Limited Var. Corp 2/24/2021	55607NHK9	0.000	9/24/2020	9/24/2020	2/24/2021	0.00	0.00	4,304.48	4,304.48	None	None
River City Bank MM	RCBCMM	0.000	9/30/2020	9/30/2020	N/A	0.00	0.00	399.32 ✓	399.32	None	None
UBS Group AGVar. Corp 9/24/2020	90351DAA5	0.000	9/24/2020	9/24/2020	9/24/2020	0.00	0.00	221,250.00 ✓	221,250.00	None	None
Union Bank of California MM	MM3920	0.000	9/1/2020	9/1/2020	N/A	0.00	0.00	9.90 ✓	9.90	None	None
<b>Sub Total / Average Interest</b>						<b>0.00</b>	<b>0.00</b>	<b>271,527.87 ✓</b>	<b>271,527.87</b>		
<b>Matured</b>											
Bank of Nova Scotia Var. Negotiable CD 9/21/2020	06417GZ84	0.000	9/21/2020	9/21/2020	9/21/2020	14,000,000.00 ✓	14,000,000.00	0.00	14,000,000.00	Tradition Asiel Securities	Union Bank3920
Canadian Imperial Bank of Commerce Var. Corp 9/16/	13608CKJ0	0.000	9/16/2020	9/16/2020	9/16/2020	15,000,000.00 ✓	15,000,000.00	0.00	15,000,000.00	Tradition Asiel Securities	Union Bank3920
UBS Group AGVar. Corp 9/24/2020	90351DAA5	0.000	9/24/2020	9/24/2020	9/24/2020	15,000,000.00 ✓	15,000,000.00	0.00	15,000,000.00	Tradition Asiel Securities	Union Bank3920
WaitPPO 9/10/2020	2546R2JA5	0.000	9/10/2020	9/10/2020	9/10/2020	10,000,000.00 ✓	10,000,000.00	0.00	10,000,000.00	Tradition Asiel Securities	Union Bank3920
<b>Sub Total / Average Matured</b>						<b>54,000,000.00</b>	<b>54,000,000.00</b>	<b>0.00</b>	<b>54,000,000.00</b>		
<b>Withdraw</b>											
CAMP LGIP	CAMP4500	0.000	9/30/2020	9/30/2020	N/A	3,000,000.00	3,000,000.00	0.00	3,000,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/24/2020	9/24/2020	N/A	1,504,083.89	1,504,083.89	0.00	1,504,083.89	None	None
CAMP LGIP	CAMP4500	0.000	9/18/2020	9/18/2020	N/A	12,000,000.00	12,000,000.00	0.00	12,000,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/15/2020	9/15/2020	N/A	1,500,000.00	1,500,000.00	0.00	1,500,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/8/2020	9/8/2020	N/A	400,000.00	400,000.00	0.00	400,000.00	None	None
CAMP LGIP	CAMP4500	0.000	9/3/2020	9/3/2020	N/A	500,000.00	500,000.00	0.00	500,000.00	None	None

Description	CUSIP/Ticker	YTM @ Cost	Trade Date	Settlement Date	Maturity Date	Face Amount/Shares	Principal	Interest/Dividends	Total	Broker/Dealer	Custodian
CAMP LGIP	CAMP4500	0.000	9/1/2020	9/1/2020	N/A	1,500,000.00	1,500,000.00	0.00	1,500,000.00	None	None
LAIF LGIP	LAIF5000	0.000	9/25/2020	9/25/2020	N/A	1,000,000.00	1,000,000.00	0.00	1,000,000.00	None	None
LAIF LGIP	LAIF5000	0.000	9/18/2020	9/18/2020	N/A	3,000,000.00	3,000,000.00	0.00	3,000,000.00	None	None
Union Bank of California MM	MM3920	0.000	9/25/2020	9/25/2020	N/A	419.69	419.69	0.00	419.69	None	None
Union Bank of California MM	MM3920	0.000	9/25/2020	9/25/2020	N/A	2,136.00	2,136.00	0.00	2,136.00	None	None
Union Bank of California MM	MM3920	0.000	9/25/2020	9/25/2020	N/A	15,007,134.52	15,007,134.52	0.00	15,007,134.52	None	None
Union Bank of California MM	MM3920	0.000	9/22/2020	9/22/2020	N/A	14,991,250.05	14,991,250.05	0.00	14,991,250.05	None	None
Union Bank of California MM	MM3920	0.000	9/21/2020	9/21/2020	N/A	14,491,541.71	14,491,541.71	0.00	14,491,541.71	None	None
Union Bank of California MM	MM3920	0.000	9/16/2020	9/16/2020	N/A	15,065,648.80	15,065,648.80	0.00	15,065,648.80	None	None
Union Bank of California MM	MM3920	0.000	9/11/2020	9/11/2020	N/A	9,934,361.10	9,934,361.10	0.00	9,934,361.10	None	None
Wells FargoCash	CASH4454	0.000	9/1/2020	9/1/2020	N/A	7,284,164.06	7,284,164.06	0.00	7,284,164.06	None	None
<b>Sub Total / Average Withdraw</b>						<b>101,180,739.82</b>	<b>101,180,739.82</b>	<b>0.00</b>	<b>101,180,739.82</b>		



# **DISCUSSION / ACTION**

## NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE:** December 15, 2020

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** Approve the 2021/2022 and the 2022/2023 School Calendars

**ACTION TO BE TAKEN:** Approval Recommended

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**BACKGROUND INFORMATION:** The draft 2021/2022 and 2022/2023 school calendars were provided for review at the November Board Meeting. The calendars mirror the SBHSD so that students with high school siblings will have similar schedules. Both calendars follow similar schedules Spring Grove has had over the past few years.

**CONCLUSION:** Approval of the calendars is requested of the Board of Trustees.

# July 2021 - June 2022

## North County Joint Union School District School Calendar

180 Days

*School Starts - August 12, 2021*

*School Ends - June 2, 2022*

### August

### September

September 6, 2021 - Labor Day

### October

October 1, 2021 - No Students/Teacher Workday (fair)

### November

November 11, 2021 - Veteran's Day

November 22-26, 2021 - Thanksgiving Recess

### December

December 20 - January 3, 2022 School Recess

**December 17, 2021 - End of 1st Semester (84 days)**

### January

January 3, 2022 - No Students/Teacher Workday

January 17, 2022 - Martin Luther King, Jr. Day

### February

February 21, 2022 - President's Day

February 21-25, 2022 - School Recess

### March

### April

April 11 - April 15, 2022 - Spring Recess

### May

May 30, 2022 Memorial Day

### June

**June 2, 2022 - End of 2nd Semester (96 Days)**

*Minimum Days (1:00pm Dismissal)*

### January 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

### February 2022

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

### March 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### April 2022



S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### May 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### June 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

 -School Recess  
 - No Students / Teacher Workday

**Board Approved :** \_\_\_\_\_

# July 2022 - June 2023

## North County Joint Union School District School Calendar

180 Days

*School Starts - August 11, 2022*

*School Ends - June 1, 2023*

### August

### September

September 5, 2022 - Labor Day

September 30, 2022 - No School/Teacher Workday (fair)

### October

### November

November 11, 2022- Veteran's Day

November 21-25, 2022- Thanksgiving Recess

### December

December 19 - January 2, 2023 School Recess

**December 16, 2022 - End of 1st Semester (84 days)**

### January

January 2, 2023 - No Students/Teacher Workday

January 16, 2023 - Martin Luther King, Jr. Day

### February

February 20, 2023 - President's Day

February 20-24, 2023 - School Recess

### March

### April

April 3 - April 7, 2023 - Spring Recess

### May

May 29, 2023 Memorial Day

### June

**June 1, 2023 - End of 2nd Semester (96 Days)**

*Minimum Days (1:00pm Dismissal)*

### January 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

### March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### April 2023



S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

### May 2023

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### June 2023

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

 -School Recess  
 - No Students / Teacher Workday

**Board Approved :**\_\_\_\_\_



# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## Fiscal Services

### BOARD REPORT

DATE: December 15, 2020

REPORT BY: Sheila Maes, Manager, Fiscal Services

TOPIC: First Interim 2020/2021

ACTION TO BE TAKEN: Approval Recommended

**BACKGROUND INFORMATION:** Every year California School Districts are required to file a First Interim financial report reflecting budget and actual data as of October 31. The budget revisions are designed to adjust for changes that have taken place since the last budget revision (Adopted Budget). Once the books are closed, the First Interim Budget reflects the actual beginning balance for the 2020-2021 school year. The First Interim report is used as a baseline to project the subsequent two years as well.

#### Certification of Financial Condition

The state requires the Governing Board of the District to certify its financial condition classification. The District can fall within the following classifications:

- Positive - The District will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- Qualified - The District may not be able to meet its financial obligations for the current fiscal year or subsequent two fiscal years.
- Negative - The District will be unable to meet its financial obligations for the remainder of the year and the subsequent fiscal year.

For the 20-21 First Interim Report North County Joint Union School District (NCJUSD) is certifying its classification as "Positive."

#### First Interim Assumptions:

The first interim assumptions were built utilizing the School Services of California (SSC) projection dashboard and Business and Administration Steering Committee (BASC) common message. In the common message BASC spoke about one of the initial trailer bills that has established that all LEAs would receive funding based on their 2019-20 ADA for the 2020-21 school year. The Districts 2019-20 ADA was 725.65, therefore the revenue assumption for first interim for the 2020-21 school year is 725.65. Under no circumstances shall an apportionment calculated for a LEA be less than the apportionment that would be calculated based on 2019-20 ADA, (EC Section 43502).

#### General Fund (01) Revenue Assumptions

Unrestricted/ Restricted Revenues: **\$8,170,322**

The General Fund is the main operating fund for the District. It is used to account for the ordinary operations of the District. The District's revenue is comprised of Local Control Funding Formula (LCFF), Federal, State and Local revenue. The LCFF revenue contributes to about 81% of the District's revenue.

LCFF (8010-8099)	\$6,669,134
Federal Revenue (Object 8100-8299)	\$699,284
Other State Revenue (Object 8300-8599)	\$459,808
Other Local Revenue (Object 8600-8799)	\$342,096

### General Fund (01) Expenditures

Unrestricted/ Restricted Expenditures: **\$8,166,481** of which \$ 462,184 are COVID-19 dollars to be used for Mitigating Learning Loss, Protective Personal Equipment, and COVID-19 related expenses.

The District employs staff members equivalent to 55.475 full time (FTE) positions.

Certificated Staff 38.6 FTE (Includes Administration)

Classified Staff 16.875 FTE (Includes Confidential)

#### EXPENDITURES UNRESTRICTED/RESTRICTED

CERTIFICATED	\$3,480,674.55
CLASSIFIED	\$ 900,626.00
EMPLOYEE BENEFITS	\$2,033,713.00
BOOKS AND SUPPLIES	\$ 495,467.97
SERVICES AND OTHER OPERATING EXPENDITURES	\$ 709,406.18
CAPITAL OUTLAY	\$ 20,580.00
OTHER OUTGO	\$ 538,434.00
OTHER OUTGO- INDIRECT COSTS	\$ ( 12,420.00)

### Multi-Year Projection Highlights for First Interim

Multi- Year Projection highlights for First Interim: The Multi -Year Projection (MYP), a required component of budget development and demonstrates the requirement that the District will be able to meet its financial obligations in the current and subsequent two years. The 2020-21 is the second fiscal year that has been affected by the pandemic-induced recession. The Multi-Year Projection reflects the District deficit spending in the 2021-22 fiscal year and the 2022-23 fiscal year. It does however reflect the District's ability to maintain the required reserve for economic uncertainties for the current and subsequent two years. The District is projecting little to no growth with expectations through next year. Growth of the LCFF factors for cost of living (COLA) adjustments and funded COLA appears to be nonexistence.

- Local Control Funding Formula (LCFF) Funded Cola 2020-21- 0.00%; 2021-2022 N/A %;2022-2023 N/A as of the most recent School Services Dartboard dated 10-30-2020.
- Federal revenues adjusted to reflect the reduction of federal Learning Loss Mitigation Funds are projected without increases for the two subsequent years.
- Certificated Salaries (1000's): Step and column increases for the two subsequent years.
- Classified Salaries (2000's): Step and Column increases for the two subsequent years.
- Employee Benefits (3000's) reflect STRS and PERS increases. STRS about 1.95% over the next two years and PERS approximately 5.6% over the next two years.
- Supplies (4000's) Removed one- time expenses from 2020-21 in 2021-22 and applied the California Price Index of 1.59%. 2022-23 increased over 2021-22 expecting to need to purchase technology, CPI applied 1.87%.
- Contracted Services (5000's) Adjusted for one-time expenses in 2020-21 and kept flat into the next two years
- Other Outgo: Flat – no changes.
- The District's Board Policy requires reserve levels of 17%. Reserves maintained for the current and two subsequent years.

**CONCLUSION:** It is recommended the Board discuss and approve the 20-21 First Interim SACS Multiyear Projections report as presented. This report will be available at the meeting.

Please contact me if you have any questions or concerns, 637-5574 x203

**NORTH COUNTY JOINT UNION SCHOOL DISTRICT**  
**2020/2021 First Interim**  
**REVENUES/EXPENSES - OTHER FUNDS**

**OTHER FUNDS**

**Fund 130 - CAFETERIA**  
**Fund 140 - DEFERRED MAINTENANCE**  
**Fund 150 - PUPIL TRANSPORTATION EQUIPMENT**  
**Fund 170 - SPECIAL RESERVE - OTHER**  
**Fund 200 - POST EMPLOYMENT BENEFITS**  
**Fund 250 - CAPITAL FACILITIES**  
**Fund 400 - SPECIAL RESERVE - CAPITAL PROJECTS**

**Total of Other Funds**

2020/2021 Revenues	2020/2021 Expenditures	Fund Balance
\$ 189,500	\$ 277,853	\$ 10,398
\$ 1,700	\$ 29,600	\$ 347,292
\$ 733	\$ -	\$ 160,272
\$ 5,121	\$ -	\$ 1,319,191
\$ 1,700	\$ -	\$ 647,200
\$ 16,019	\$ -	\$ 261,263
\$ 3,091	\$ 43,366	\$ 1,173,471
\$ 217,864	\$ 350,819	\$ 3,919,086

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	6,124,192.00	6,124,192.00	1,848,044.62	6,669,134.00	544,942.00	8.9%
2) Federal Revenue		8100-8299	337,889.00	337,889.00	354,466.00	699,284.00	361,395.00	107.0%
3) Other State Revenue		8300-8599	400,235.00	400,235.00	52,514.30	459,808.00	59,573.00	14.9%
4) Other Local Revenue		8600-8799	342,110.00	342,110.00	165,045.89	342,096.00	(14.00)	0.0%
5) TOTAL, REVENUES			7,204,426.00	7,204,426.00	2,420,070.81	8,170,322.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,455,995.00	3,455,995.00	907,443.99	3,480,674.55	(24,679.55)	-0.7%
2) Classified Salaries		2000-2999	793,645.00	793,645.00	226,905.37	900,626.00	(106,981.00)	-13.5%
3) Employee Benefits		3000-3999	1,954,296.00	1,954,296.00	427,853.16	2,033,713.00	(79,417.00)	-4.1%
4) Books and Supplies		4000-4999	245,451.00	245,451.00	156,383.09	495,467.97	(250,016.97)	-101.9%
5) Services and Other Operating Expenditures		5000-5999	661,346.00	661,346.00	214,650.33	709,406.18	(48,060.18)	-7.3%
6) Capital Outlay		6000-6999	20,580.00	20,580.00	0.00	20,580.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	538,413.00	538,413.00	(1,134.34)	538,434.00	(21.00)	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(7,261.00)	(7,261.00)	0.00	(12,420.00)	5,159.00	-71.1%
9) TOTAL, EXPENDITURES			7,662,465.00	7,662,465.00	1,932,101.60	8,166,481.70		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(458,039.00)	(458,039.00)	487,969.21	3,840.30		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(458,039.00)	(458,039.00)	487,969.21	3,840.30		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,261,716.86	4,261,716.86		4,261,716.86	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,261,716.86	4,261,716.86		4,261,716.86		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,261,716.86	4,261,716.86		4,261,716.86		
2) Ending Balance, June 30 (E + F1e)			3,803,677.86	3,803,677.86		4,265,557.16		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	2,500.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	630,489.57	630,489.57		579,221.42		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,635,000.00	1,671,645.37		1,720,000.00		
SPED	0000	9780	250,000.00					
TECHNOLOGY	0000	9780	65,000.00					
ONE TIME	0000	9780	360,000.00					
LCAP	0000	9780	560,000.00					
CURRICULUM	1100	9780	250,000.00					
TECHNOLOGY	1100	9780	150,000.00					
SPED	0000	9780		250,000.00				
CAPITAL OUTLAY	0000	9780		100,000.00				
TECHNOLOGY	0000	9780		150,000.00				
LCAP	0000	9780		545,000.00				
OPEB	0000	9780		75,000.00				
SPED	0000	9780				250,000.00		
TECHNOLOGY	0000	9780				150,000.00		
ONE TIME	0000	9780				360,000.00		
LCAP	0000	9780				560,000.00		
CAPITAL OUTLAY	0000	9780				150,000.00		
CURRICULUM	1100	9780				250,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,302,619.00	1,388,301.94		1,388,301.00		
Unassigned/Unappropriated Amount		9790	235,569.29	110,740.98		578,034.74		

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,669,134.00	-2.75%	6,485,563.00	0.46%	6,515,702.00
2. Federal Revenues	8100-8299	699,284.00	-58.06%	293,248.00	0.00%	293,248.00
3. Other State Revenues	8300-8599	459,808.00	-13.92%	395,789.00	0.00%	395,789.00
4. Other Local Revenues	8600-8799	342,096.00	4.30%	356,818.00	5.42%	376,148.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,170,322.00	-7.82%	7,531,418.00	0.66%	7,580,887.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,480,674.55		3,504,868.55
b. Step & Column Adjustment				42,702.00		43,945.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(18,508.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,480,674.55	0.70%	3,504,868.55	1.25%	3,548,813.55
2. Classified Salaries						
a. Base Salaries				900,626.00		894,799.00
b. Step & Column Adjustment				10,521.00		10,906.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(16,348.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	900,626.00	-0.65%	894,799.00	1.22%	905,705.00
3. Employee Benefits	3000-3999	2,033,713.00	0.71%	2,048,129.00	6.83%	2,188,034.00
4. Books and Supplies	4000-4999	495,467.97	-40.11%	296,725.00	28.18%	380,353.00
5. Services and Other Operating Expenditures	5000-5999	709,406.18	-0.06%	708,946.00	1.86%	722,133.00
6. Capital Outlay	6000-6999	20,580.00	0.00%	20,580.00	0.00%	20,580.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	538,434.00	0.00%	538,434.00	0.00%	538,434.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,420.00)	0.00%	(12,420.00)	0.08%	(12,430.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,166,481.70	-2.04%	8,000,061.55	3.64%	8,291,622.55
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		3,840.30		(468,643.55)		(710,735.55)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,261,716.86		4,265,557.16		3,796,913.61
2. Ending Fund Balance (Sum lines C and D1)		4,265,557.16		3,796,913.61		3,086,178.06
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	579,221.42		579,221.42		579,221.42
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,720,000.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,388,954.74		1,037,695.00		1,081,454.00
2. Unassigned/Unappropriated	9790	577,381.00		2,179,997.19		1,425,502.64
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,265,557.16		3,796,913.61		3,086,178.06

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: 2020/2021 Certificated Seniority List**

**ACTION TO BE TAKEN: Approval Recommended**

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**BACKGROUND INFORMATION:** Education 44846 requires the Board of Education to establish the order employment of certificated employees. Attached you will find the certificated seniority list for the 2020/2021 school year.

The District sent out verifying notices to all certificated staff to confirm information relating to employee's place on the seniority list. This list has been shared with North County Teachers' Association.

The seniority list may be corrected, at times, based on valid evidence presented by any certificated employee.

**CONCLUSION:** The District request approval by the Board of Trustess.

SEN #	LAST	FIRST	FDPSPROB	POSITION 20/21	CREDENTIAL	ADD'L CREDENTIAL
1	Barone	Metta	6/17/1991	Teacher (K)	Multiple Subject (Clear) - ELD/SDAIE	
2	Neff	Julie	8/23/1996	Teacher (Grade 2)	Multiple Subject (Clear) w/CLAD	
3	Montoya	Merrigrace	8/24/1998	Teacher (Grade 4)	Multiple Subject (Clear) w/CLAD	
4	Bernosky	Jennifer	8/21/2002	Superintendent/Principal	Clear Administrative Services Credential	Multiple Subject (Clear) w/CLAD; Masters Degree
5	Scimeca	Cathleen	2/18/2004	Teacher (Grade 6)	Multiple Subject (Clear) w/R259	
6	Nehme	Patricia	8/16/2004	Teacher (K)	Multiple Subject (Clear) w/R242	
7	Hain	Addie	8/16/2004	Teacher (Grade 3)	Multiple Subject (Clear) w/R242	Supplemental Authorization - Physical Education
8	Kaplansky	David	9/28/2005	P.E. Teacher	Multiple Subject (Clear) w/R242	Supplemental Authorization - Physical Education
9	Lalande	Rachelle	8/16/2006	Teacher (Grade3)	Multiple Subject (Clear) w/R242	Supplemental Authorization - Art
10	Betancourt	Carrie	10/9/2006	Teacher (Grade 5)	Multiple Subject (Clear) w/R242	
11	Picha	Rob	8/16/2007	Teacher (Grade 4)	Multiple Subject (Clear) w/CLAD	
12	Balbas	Anthony	8/16/2007	Teacher (Grade 8)	Multiple Subject (Clear) w/R2M & ELA1	
13	Beischer	David	8/13/2008	ROAR Teacher (TK-1st)	Multiple Subject (Clear) w/CLAD	Supplemental Authorization - English, Masters Degree
14	Tomasini	Gina	8/13/2008	Teacher (Grade 3)	Multiple Subject (Clear) w/CLAD	
15	Kakebeen	Renee	8/13/2008	Teacher (Grade 4)	Multiple Subject (Clear) w/R242	Masters degree
16	Johnson	Donna	8/10/2010	Teacher (Grade 7)	Multiple Subject (Clear) w/R2CL	Supplemental Authorizations - English; Mathematics
17	Pacheco	Katie	8/9/2012	Teacher (Grade 7)	Multiple Subject (Clear) w/ELA1	
18	Raine	Hillary	8/9/2012	Teacher (Grade 3)	Multiple Subject (Clear) w/ELA1	
19	Brantome	Julie	8/9/2013	Teacher (Grade 5)	Multiple Subject (Clear) w/R242	
20	Gastello	Caren	8/9/2013	Teacher (Grade 7)	Multiple Subject (Clear) w/ELA 1	
21	Asplund	Julie	8/13/2014	Teacher (Grade 6)	Multiple Subject Credential (Clear) w/242	
22	Griffin	Aaron	8/13/2014	Teacher (Grade 8)	Multiple Subject Credential (Clear) w/ELA1	Supplemental Authorization - History, Art, PE
23	Chamblin	Summer	8/12/2015	Resource Specialist	Education Specialist Instructional (INTERN)	Multiple Subject (Clear)
24	Shores	Mary Beth	8/12/2015	Language & Speech Specialist	Speech-Language Pathology Services Credential	Masters Degree, Speech Pathologist License
25	Painter	Amber	8/12/2015	Teacher (TK / K)	Multiple Subject Credential (Clear) w/ELA1	
26	Bloom	Pamela	8/10/2016	Teacher (Grade 5)	Multiple Subject (Clear) w/ R2B	Home Economics
27	Horne	Robin	8/10/2016	ROAR Teacher (2nd-4th)	Multiple Subject (Clear) w/ ELA1	Music Authorization
28	Armenta	Gabriella	7/1/2020	Director of Student Services,Curriculum&Instruction	Administrative Services Credential	Multiple Subject (Clear), Masters Degree
29	Oldakowski	Kelly	8/9/2017	Teacher (Grade 2)	Multiple Subject (Clear) w/ELA1	
30	Berlanga	Cherub	8/9/2017	ROAR Teacher (5th-8th)	Multiple Subject (Clear) w/R242	
31	Guardino	Laura	8/13/2018	Teacher (Grade 8)	Single Subject Social Studies(CLEAR) w/ R1B, ELA1, R1S	R1S=Supplemental Authorization - English, Masters Degree
32	Shugars	Kyra	8/13/2018	Teacher (Grade 1)	Multiple Subject (Clear) R54C	Masters Degree
33	Martarano	Lauren	8/13/2018	Resource Specialist	Education Specialist Instruction Credential (Clear) w/AAAS, R3MM, ELAE	Masters Degree
34	Salas	Lupita	8/12/2019	Teacher (Grade 6)	Multiple Subject (Preliminary)	
35	Garman	Angela	8/10/2020	Teacher (Grade 2)	Multiple Subject (Preliminary)	Masters Degree
36	Canez	Julie	8/10/2020	Teacher (Grade 1)	Multiple Subject (Preliminary)	
37	Isom	Erin	8/10/2020	Teacher (Grade 1)	Multiple Subject (Preliminary)	
38	Lowther	Amber	8/10/2020	Teacher (K)	Multiple Subject (Preliminary)	

2020/2021

Certificated

Seniority List



**NORTH COUNTY JOINT UNION SCHOOL DISTRICT**  
**Fiscal Services**  
**BOARD REPORT**

DATE: December 15, 2020

REPORT BY: Jennifer Bernosky Superintendent/Principal

TOPIC: LCFF Budget Overview for Parents

ACTION TO BE TAKEN: Approval Recommended

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**BACKGROUND INFORMATION:** Each year, the District must provide a Budget Overview for Parents to show the budget for the Local Control Accountability Plan LCAP as part of the Local Control Funding Formula LCFF and also the expenditures. The document provided shows both the financial plan for the 2020-2021 as well as the budget and expenses for the 2019-2020. The expenses for the 2019-2020 school year were less than what was budgeted due to the school closure in March 2020.

**CONCLUSION:** Approval of the LCFF Budget Overview for Parents is requested. Once the overview has been approved, it will be posted on the District website.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North County Joint Union School District

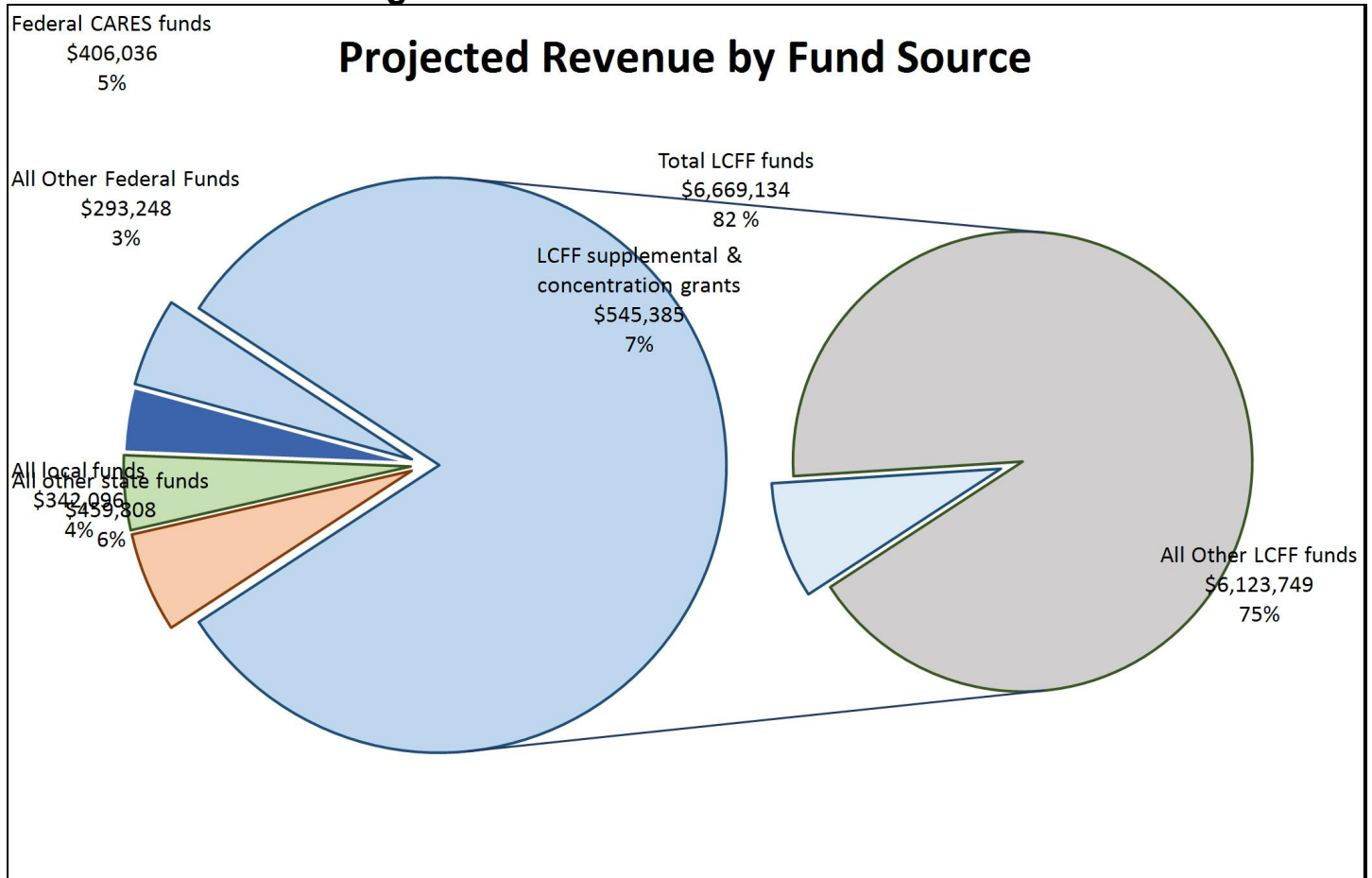
CDS Code: 35 67504 6095202

School Year: 2020-2021

LEA contact information: Jennifer Bernosky, Superintendent/Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2020-21 LCAP Year

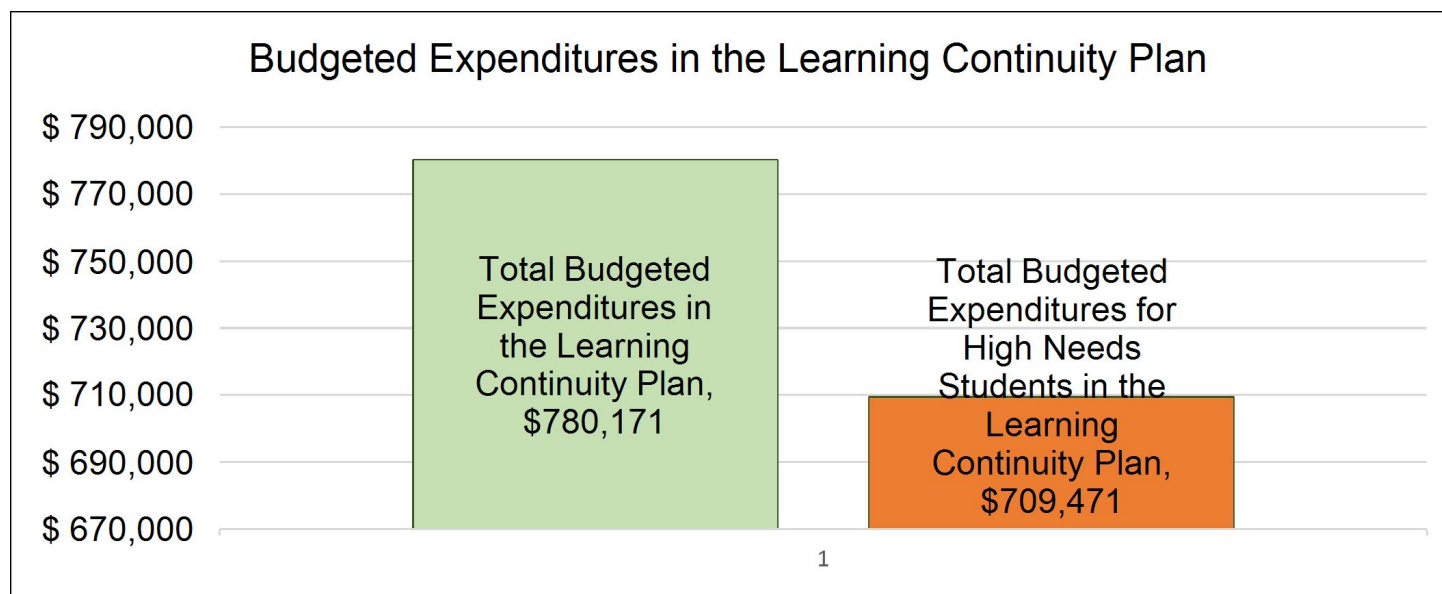


This chart shows the total general purpose revenue North County Joint Union School District expects to receive in the coming year from all sources.

The total revenue projected for North County Joint Union School District is \$8,170,322, of which \$6,669,134 is Local Control Funding Formula (LCFF), \$459,808 is other state funds, \$342,096 is local funds, and \$699,284 is federal funds. Of the \$699,284 in federal funds, \$406,036 are federal CARES Act funds. Of the \$6,669,134 in LCFF Funds, \$545,385 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much North County Joint Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

North County Joint Union School District plans to spend \$8,166,481 for the 2020-21 school year. Of that amount, \$780,171 is tied to actions/services in the Learning Continuity Plan and \$7,386,310 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

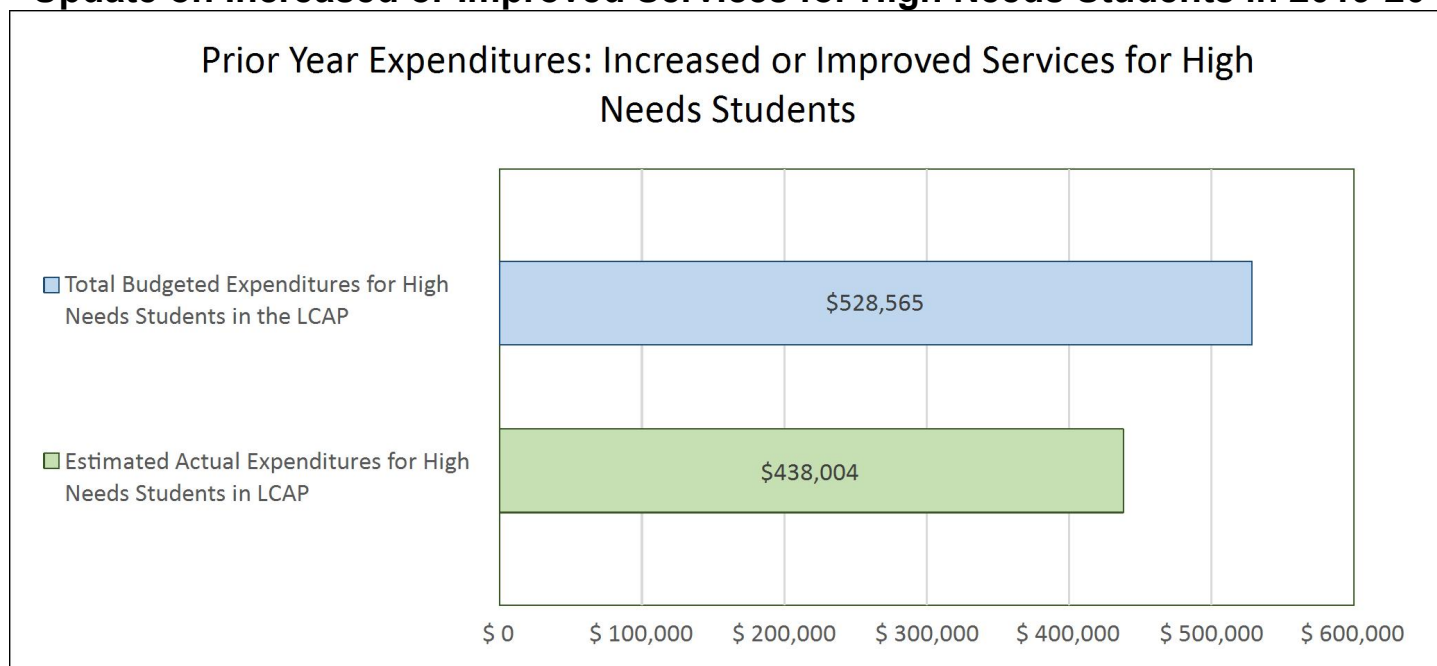
salaries and benefits for certificated staff, confidential staff, and confidential management, and administration. (The General Fund Budget expenditures also include transportation, maintenance, contract services, and capital outlay.)

## Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, North County Joint Union School District is projecting it will receive \$545,385 based on the enrollment of foster youth, English learner, and low-income students. North County Joint Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. North County Joint Union School District plans to spend \$709,471 towards meeting this requirement, as described in the Learning Continuity Plan.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what North County Joint Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what North County Joint Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, North County Joint Union School District's LCAP budgeted \$528,565 for planned actions to increase or improve services for high needs students. North County Joint Union School District actually spent \$438,004 for actions to increase or improve services for high needs students in 2019-20.

The actual expenditures for increased or improved services for high needs students in the 2019-2020 school year is less than was budgeted. This is due to the fact that the school went into closure on March 13, 2019 with 3 months of school left. Students were not able to be on campus during that time. Many of the actions and services were tied to students being on campus. A large expense in the LCAP is the purchase of chromebooks for students. Chromebooks were ordered but were not received until the 2020-2021 school year.

# **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Surplus Property Report**

**ACTION TO BE TAKEN: Approval Recommended**

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**BACKGROUND INFORMATION:** At times, the District has items that are no longer of use and need to be declared surplus.

Currently, the library has over 17,000 books with the average age being 1993. Many books are falling apart or have not been checked out for many years. These books need to be removed, as new, current books have been purchased for the students. At this time, Mrs. Firstbrook and Mrs. Lomanto are deleting the books from the library computer system and removing the barcodes. Once this has been completed and the books are declared surplus, they will be donated in the following ways: Students will be able to select books to take home for their home libraries.

Teachers will be able to select books for their classroom libraries.

The Kindness Club will be able to take books for the annual Book Drive with Small Steps.

Books will be donated to any other charities, public library, etc.

**CONCLUSION:** The District requests approval by the Board of Trustees to sell, donate, or dispose of the items listed above.

## NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: December 15, 2020**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Amend 2020/2021 School Calendar**

**ACTION TO BE TAKEN: Approval Recommended**

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**BACKGROUND INFORMATION:** The District, in working with the North County Joint Teacher's Association, has discussed options for the return to school in January 2021. As we know, families often travel and spend the holidays with family and friends. Due to the status of the state and COVID-19, the District feels strongly about adjusting the school calendar. The current calendar adopted by the Board of Trustees in 2019 has teachers returning on January 4, 2021 and students on January 5, 2021. The revised calendar attached pushes the start date out one week to allow time between the holidays and the return to school. Teachers would return on Monday, January 11, 2021 and students on Tuesday, January 12, 2021. To ensure that students have 180 instructional days, the school year would end on Thursday, June 10th and the final teacher day would be Friday, June 11th.

This change in the student calendar has been shared with NCTA. NCTA put out a survey to teachers. 79% of the teachers were in favor of this change.

Classified staff whose calendars follow the students' schedule will receive a revised work calendar with their new days for January through June 2021.

**CONCLUSION:** The District requests approval of the revised 2020-2021 school schedule. Once approved the revised calendar will be sent to all families.

# July 2020 - June 2021

## North County Joint Union School District School Calendar

180 Days

*School Starts - August 13, 2020*

*School Ends - June 3, 2021*

### August

### September

September 7, 2020 - Labor Day

### October

October 2, 2020 - School Recess (fair)

### November

November 11, 2020- Veteran's Day

November 23-27, 2020- Thanksgiving Recess

### December

December 21 - January 4, 2021 School Recess

**December 18, 2021 - End of 1st Semester (84 Days)**

### January

January 1-11, 2021 - School Recess

January 18, 2021 - Martin Luther King, Jr. Day

### February

February 15, 2021 - President's Day

February 15-19, 2021 - School Recess

February 19, 2021 - Lincoln's Birthday Observed

### March

March 29 - April 2, 2021 - Spring Recess

### April

March 29 - April 2, 2021 - Spring Recess

### May

May 31, 2021 Memorial Day

### June

**June 10, 2021 - End of 2nd Semester (96 Days)**

*Minimum Days (1:00pm Dismissal)*

### January 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### February 2021

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

### March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- School Recess
- No Students / PD Day
- No Students / Teacher Workday

**Board Approved**