

North County Joint Union School District



Regular Board Meeting

ZOOM

Meeting ID: 875 5324 2671

Passcode: 5SX13M

Tuesday, January 14, 2021

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

Thursday, January 14, 2021

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	GOAL	PAGE
A.	CALL TO ORDER 6:00 PM Virtual Meeting: ZOOM – Meeting ID: 875 5324 2671 Passcode: 5SX13M 1) Pledge of Allegiance 2) Approval of Agenda 3) Recognition of Visitors		
B.	PUBLIC COMMENTS 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"> • Three (3) minutes may be allotted to each speaker with a maximum of 15 minutes per item. • No boisterous conduct shall be permitted at any Board of Trustee meeting • Personnel matters and pending litigation may not be discussed during public comments 		
C.	REPORTS AND INFORMATION 1) 2020/2021 Principal Apportionment Attendance Revenue (P-1) Report – Sheila Maes, Manager, Fiscal Services 2) Complaint Summary relating to the Williams settlement October 2020 through December 2020 – Jennifer Bernosky, Superintendent/Principal 3) Annual Report on Developer Fees – Sheila Maes, Manager, Fiscal Services 4) Fiscal Services Report – Sheila Maes, Manager, Fiscal Services a) Budget 5) Operations - Jennifer Bernosky, Superintendent / Principal a) Child Nutrition b) Transportation c) Building/Facility Projects (current & future) 6) Principal's Report – Jennifer Bernosky, Superintendent/Principal a) Student Activities b) Student Academics c) Professional Learning Communities (PLC'S) d) BPST / Reading Results Round 2 e) iReady Reading Results Round 2 7) Board Member Report 8) Area Trustee Report, Jennifer Bernosky – Superintendent/Principal 9) Superintendent's Report – Jennifer Bernosky – Superintendent/Principal a) Learning Continuity and Attendance Plan (LCP) update. b) Student Enrollment c) Update of School Plan During COVID	1,2,5 1-5 4,5 1-5 1-5 1-5 3 3 1-5	1 2-4 5-6 7-8 9 10-21 22 23 24

"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: January 14, 2021

E.	CONSENT ITEMS <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, 12/15/20) 2) Approve District Warrant List: December 1-31, 2020 3) Approve Personnel Exhibit, as presented 4) Approve updated Board Policies 6173 (Education for Homeless Students) and 6174 (Education for English Learners), as presented		25-51
F.	DISCUSSION / ACTION 1. Approve 2019/2020 School Accountability Report Card (SARC)	1-5	52-66
G.	TRUSTEE FUTURE AGENDA ITEM		
H.	NEXT SCHEDULED MEETING OF THE BOARD OF TRUSTEES February 11, 2021		
I.	PUBLIC COMMENTS ON CLOSED SESSION AGENDA ITEMS Public comments are limited to three (3) minutes with a maximum of 15 minutes per item.		
J.	CONVENE TO CLOSED SESSION (if needed) The Board of Trustees will meet in closed session to consider and/or discuss the following, pursuant to Government Code Section 54954.5 1. Existing/Anticipated Litigation/Significant Exposure to Litigation pursuant to Government Code 54956.9 2. Public Employee Employment, Appointment, Performance Evaluation pursuant to Government Code Section 54957 and 54947.1 • Superintendent		
K.	RECONVENE TO OPEN SESSION AND REPORT ACTION TAKEN IN CLOSED SESSION (if any)		
L.	ADJOURNMENT		

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.”

REPORTS AND INFORMATION

NORTH COUNTY JOINT UNION SCHOOL DISTRICT

Fiscal Services

BOARD REPORT

DATE: January 14, 2021

REPORT BY: Sheila Maes, Manager, Fiscal Services

TOPIC: 2020/2021 Principal Apportionment Attendance Revenue (P-1) Report

ACTION TO BE TAKEN: None- Informational

BACKGROUND INFORMATION:

The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of a Local Educational Agencies general - purpose funding; Special Education (AB 602); and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known. Attendance reports must be completed and submitted three times each fiscal year.

FIRST PERIOD (P-1) ATTENDANCE REPORT:

The Governor signed and passed Senate Bill SB (98) in June of 2020, it provides LEAs with a provision that their average daily attendance (ADA) is to be held harmless for 2020-21, the LEA is locked in whether it declines or grows. The district's 2020-21 advance is apportioned based on the district's Second Principal Apportionment (P-2) funding from 2019-20. The district's P-2 ADA was 723.83.

CONCLUSION:

There will not be any collection of data to report for fiscal year 2020-21. The district is still required to record and track student attendance and participation for the purpose of necessary education, reporting student attendance in CALPADS for chronic absence reporting and prevent any audit penalties.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Uniform Complaint Summary

ACTION TO BE TAKEN: None - Informational

BACKGROUND INFORMATION: Pursuant to Education Code 35186, and in accordance with the Williams Uniform Complaint Process and Procedures, every school district is required to summarize data on the nature and resolution of all complaints on a quarterly basis each year and submit this information to the Governing board of their school district and the County Superintendent of Schools. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complainants and written responses shall be available as public records.

CONCLUSION: There have been no complaints for the period October 1, 2020 through December 31, 2020.

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SBCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). All fields are required.

SUBMITTER INFORMATION

Name

Person submitting form

Job Title

Phone Number

Include area code

E-mail Address

DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	
Number of Textbook Complaints <u>Resolved</u> Enter 0 if none.	
Number of Textbook Complaints <u>Unresolved</u> Enter 0 if none.	

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	
Number of Emergency Facilities Complaints <u>Resolved</u> Enter 0 if none.	
Number of Emergency Facilities Complaints <u>Unresolved</u> Enter 0 if none.	

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	
Number of Vacancy/Misassignment Complaints <u>Resolved</u> Enter 0 if none.	
Number of Vacancy/Misassignment Complaints <u>Unresolved</u> Enter 0 if none.	

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.

Enter "N/A" if no complaints were received. If you need more space, enter **"sent by e-mail"** and send your summary to **Monica Barragan** with your report.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:

☐

Includes All UCP Complaints

All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to **Monica Barragan** at the San Benito County Office of Education (SBCOE): **mbarragan@sbcoe.org**.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT
Fiscal Services
BOARD REPORT

DATE: January 14, 2021

REPORT BY: Sheila Maes, Manager, Fiscal Services

TOPIC: Annual Report on Developer Fees

ACTION TO BE TAKEN: None- Informational

BACKGROUND INFORMATION:

Each year the Board is required to review the annual developer fee report. Developer fees are required to be deposited in a separate account so that the collection and use of these fees is accounted for separately from the rest of the District's activities. Any interest earned on these funds must be credited to the same fund and must be used for the same purpose as the fees collected. The following report adheres to the criteria set forth in government code section 66006.

FISCAL IMPLICATIONS: None

CONCLUSION: Information Only

North County Joint Union School District

Annual disclosure of Developer Fees: Fund 25 for the fiscal year 2019-2020
And disclosure per Section 66001, Subsection (d)(2)

Government Code Section 66006(b) requires any public agency collecting developer fees to report annually on the status of these funds. The report contained herein is the status report of developer fees collected during the fiscal year ended June 30, 2020.

The statutory developer fee rates are:

\$2.63 for residential properties

\$0.42 for commercial properties

There have been no changes to the fee amounts charged since adoption of resolution 05/06-09 on May 15, 2006.

Total fees collected in 2019-2020 fiscal year were \$29,243.69

Interest earned in the account was \$5,398.91

Beginning fund balance as of July 1, 2019 was \$225,432.82

Ending fund balance as of June 30, 2020 is \$260,075.42

Deficit spending in 2019-2020 fiscal year was -0-

Refunds during the 2019-2020 fiscal year were -0-.

Administrative fees transferred to the General Fund were -0-.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT

Fiscal Services

BOARD REPORT

DATE: January 14, 2021

REPORT BY: Sheila Maes, Manager, Fiscal Services

TOPIC: Fiscal Services Report

ACTION TO BE TAKEN: None- Informational

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 December 31, 2020: revenues \$2,655,732; expenses \$3,117,869. The expenditures within fund 01 are attached.

The District just completed its cycle 3 reporting for CARES Act Funds. The District's allocation for Learning Loss Mitigation funding is comprised from three different sources: Coronavirus Relief (CR) Funds, Resource 3220, General Fund (GF) Resource 7420, and the Governor's Emergency Education Relief (GEER) Fund, Resource 3215. The District is also required to report on Resource 3210, the Elementary and Secondary School Emergency Relief (ESSER) Fund. Resource 3220, CR was required to be spent out by the end of December. This resource has been expended in its entirety as of December 2020. The other resources have expenditures that have been encumbered and products and services received however due to the timing of the reporting cycle the payments for the products and services will be recognized during the next reporting cycle. They will be fully expended at that time.

A few highlights from the new COVID stimulus that was recently signed into law Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021. The new COVID relief stimulus package allocates \$54 Billion to K-12 Schools. California K-12 schools will roughly see about \$6.8 billion of these funds in 2021 in New Elementary and Secondary Schools Emergency Relief Act Funding (ESSER II). Just like the first round, these dollars are allocated based upon Title 1, Part A distribution. Title 1, Part A will ultimately determine the distribution of funding however the purposes of expenditures will be broad. The District's preliminary allocation is \$177,247. The ESSER II Fund under the CRRSA Act will be tracked separately from the original ESSER dollars. The use of funds is the same but there are additional LEA allowable uses that address learning loss, preparing schools for reopening, testing, repairing, and upgrading projects to improve air quality in school buildings that were already permitted under the CARES Act. The deadline for awarding the funds is within one year of the State Education Agency (SEA) receiving them which would be by January 2022.

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

Monthly Expenditures
Dec-20

SCHOOL YEAR
50%

Function		Adopted Budget 20-21	1st Interim 10/31/2020	Expenses 12/31/2020	% 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	1,301,886	41%
1000	LCAP	479,348	469,885	68,750	14%
2700	School Administration	570,855	583,219	269,677	47%
3600	Transportation	164,165	158,794	28,613	17%
7100	Board/Superintendent	360,263	371,169	155,025	43%
7200	District Administration	83,648	83,648	68,627	82%
7300	Fiscal Services	248,948	250,218	129,568	52%
7400	Human Resources*	9,300	9,300	11,352	122%
8200	Operations	412,113	428,265	181,680	44%
Resource					
1100	State Lottery	109,548	112,973	37,787	34%
1400	Education Protection Account	464,189	391,373	156,305	34%
8150	Maintenance	136,869	136,869	49,693	36%
3010	Title I	48,018	48,018	13,706	29%
3060/3061	Migrant Education	117,983	117,983	28,677	24%
4035	Title II - Teacher Quality	8,259	8,259	-	0%
6300	Lottery - Prop 20	34,702	34,702	3,299	10%
9014	Jr. Kinder	52,200	52,200	22,126	42%
9017	Student Recognition	3,000	3,000	421	14%
3310/6500	Special Education	1,125,312	1,133,433	234,372	21%
Learning Loss Mitigation Funds COVID-19					
3210	CARES Act ESSER	-	40,021	21,190	53%
3215	LLM- GEER	-	37,261	233	1%
3220	LLM-CRF**	-	328,754	299,234	91%
7388	SB117 COVID 19	-	5,481	4,388	80%
7420	PROP 98	-	56,148	31,260	56%
CARES \$ COVID -19 TOTAL		7,662,465	7,698,817	2,761,563	36%
Total		7,662,465	8,166,482	3,117,868	38%

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

**Resource spent out in its entirety. Prior year expenses of \$29,520 not reflected in the \$299,234.

\$299,234+\$29,520=\$328,754

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Operations Report

ACTION TO BE TAKEN: None - Informational

CHILD NUTRITION: Free meals are being provided through June 2021. The District continues to put this out as information to parents through phone calls and emails.

TRANSPORTATION: San Benito High School District began transporting NCJUSD students on October 28, 2020. The bus drivers follow the required social distancing and COVID guidelines. Bus riders have their temperature taken upon arrival at school. Things are going smoothly.

BUILDING/FACILITIES: High quality air purifiers have been installed in all heating/air conditioning systems on the campus. This is strongly suggested as part of the reopen schools' plan. Funds from the CARES ACT money paid for the systems and installation.

During the hybrid days, custodians, yard duty, and administration work as a team to disinfect all rooms between 11:00-11:45. The hourly disinfecting continues as well. Night custodians are able to disinfect all rooms and clean bathrooms. Classrooms are cleaned on Fridays when students are not on campus for learning.

During the winter vacation the following were completed:

- Deep cleaning of classrooms
- Shampooed kindergarten carpets
- Tree trimming
- Work orders completed
- Routine maintenance

Superintendent will work on securing information on solar proposals for the District and will bring back a plan in at the February board meeting.

The Chromebooks ordered in the spring and summer have arrived. Karen Firstbrook and Janet Lomanto are getting them ready for student use. These will be distributed as needed. 100 new hotspots have been secured and will also be distributed to students for work done outside of the classroom.

The library books which were declared surplus will be available to families during the month of January. Families will be invited to peruse and select books to take home for their children to ready.

CONCLUSION: The report provided is informational only. The goal is to keep the Board of Trustees informed.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Principal's Report

ACTION TO BE TAKEN: None - Informational

STUDENT ACTIVITIES: Due to COVID-19 and the current restrictions, activities will be limited to mostly virtual at this time. These include: ASB, Yearbook, and student clubs. Once the county returns to the Red Tier, the District will look at in person activities (sports). The District is working with Girls Inc. to provide a 7th grade in person program to begin at the end of January.

STUDENT ACADEMICS: The 2nd semester began on Tuesday, January 12, 2021. Report cards for the first semester went home on January 14, 2021 for TK-3rd grade and were mailed home on January 15, 2021 to 4th-8th grade, ROAR, and Independent Study Contract students. Honor Roll for 4th-8th grade will be recognized for students in 4th-8th grade during the week of January 19th and shared virtually. Students who met the stretch growth on the i-Ready reading or math assessment in December will also be recognized the week of January 19th.

PROFESSIONAL LEARNING COMMUNITIES (PLC'S): A teacher Professional Development day was held on Monday, January 11th. Each grade level participated in a one-hour virtual i-Ready training to review data and discuss next steps. Each grade level also met to plan for the coming weeks. Ms. Gabriella Armenta is meeting with each grade level to review District Writing results and plans for the Winter Writing Assessment which will be given in mid-February.

BPST/READING RESULTS ROUND 2: The 2nd round of BPST and Reading Results were administered to all on campus students in 1st and 2nd grade between November 30th and December 17th. Superintendent/Principal Bernosky will continue to assess students who were out on Independent Study Contracts or the ROAR program and provide the results at the February Board of Trustee Meeting. TK and Kindergarten students will also be assessed during the month of January..

iREADY READING AND MATH RESULTS ROUND 2: The second diagnostic in reading and math were given to all 1st-8th grade students during the month of December. The results have been provided.

All students took the Fall Diagnostic at home during Distance Learning. Some students scored poorly in the Fall and had great gains in the Winter. Some students scored very high in the Fall and scored lower in the Winter. It is challenging to monitor if a student has completed the assessment on their own at home. Results are more likely to be accurate from the Winter diagnostic.

The number of students who have completed the Winter Diagnostic fluctuates at each grade level. Students must complete the diagnostic before they are able to move on the lessons/instruction.

The goal is for all students to be in the green by the end of the year- Spring diagnostic. Currently, students are making progress and the percentage of at-risk students Tier 1 (red) in both reading and math has decreased, the

students in Tier 2 (yellow) has increased, as has Tier 1 (green). The results shared are based on the expected mastery at the end of the school year.

Next steps:

1. All grade level teachers attended a one-hour training on January 11th to review results and plan for the 2nd semester.
2. Allow TK/K students to use i-Ready. Currently ROAR students and a small group of students have been using it.
3. All families received a copy of their students Fall and Winter diagnostic which shows grade level placement, scale score, and a national norm. (See sample)
4. Students who met the typical or stretch growth for the year will be recognized. This growth was met mid-year.
5. Use data to inform instruction, provide additional lessons, share during Student Success Team Meetings and parent/teacher conferences.
6. Continue to require 45 minutes of online instruction/lessons weekly and recognize students for their work.

Conclusion: i-Ready reading and math is one form of assessment and practice for students at Spring Grove School. Students who consistently practiced and followed the 45-minute weekly expectations showed growth. The staff will continue to monitor student practice and dig into the data to provide support to all students.

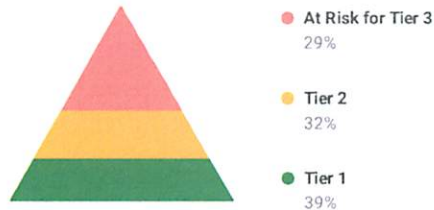
Diagnostic Results



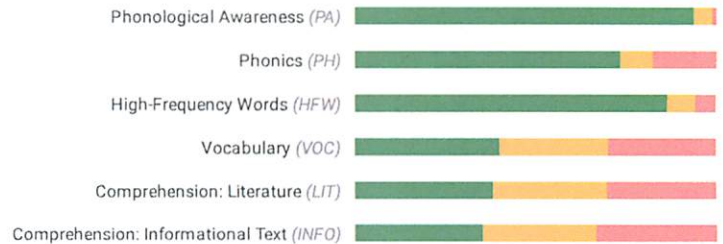
School: SPRING GROVE SCHOOL
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Winter Diag
 Prior Diagnostic: None
 Placement Definition: Standard View

Students Assessed/Total: 544/744

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

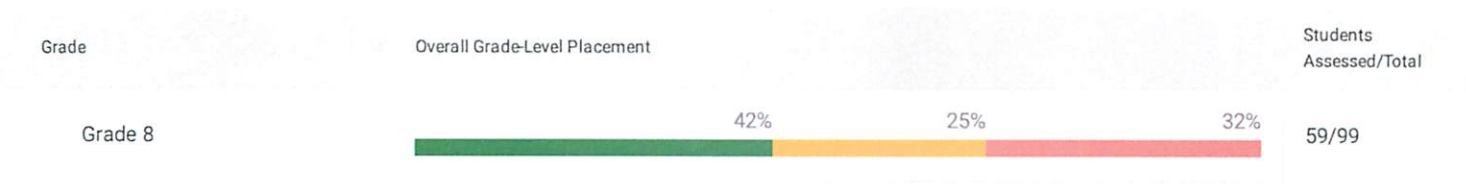
Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>92%</div> <div>8%</div> </div>	13/91
Grade 1	<div> <div>44%</div> <div>50%</div> <div>6%</div> </div>	66/78
Grade 2	<div> <div>46%</div> <div>46%</div> <div>8%</div> </div>	52/58
Grade 3	<div> <div>46%</div> <div>16%</div> <div>38%</div> </div>	80/84
Grade 4	<div> <div>30%</div> <div>49%</div> <div>22%</div> </div>	74/77
Grade 5	<div> <div>24%</div> <div>31%</div> <div>45%</div> </div>	67/84
Grade 6	<div> <div>27%</div> <div>20%</div> <div>53%</div> </div>	60/84
Grade 7	<div> <div>40%</div> <div>27%</div> <div>33%</div> </div>	73/89

Diagnostic Results



School: SPRING GROVE SCHOOL
Subject: Reading
Academic Year: 2020 - 2021
Diagnostic: Winter Diag
Prior Diagnostic: None
Placement Definition: Standard View



B

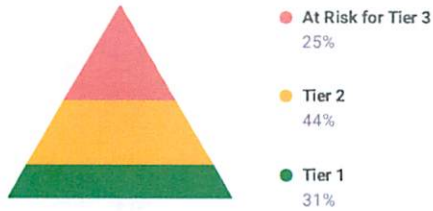
Diagnostic Results



School: SPRING GROVE SCHOOL
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Winter Diag
 Prior Diagnostic: None
 Placement Definition: Standard View

Students Assessed/Total: 587/745

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

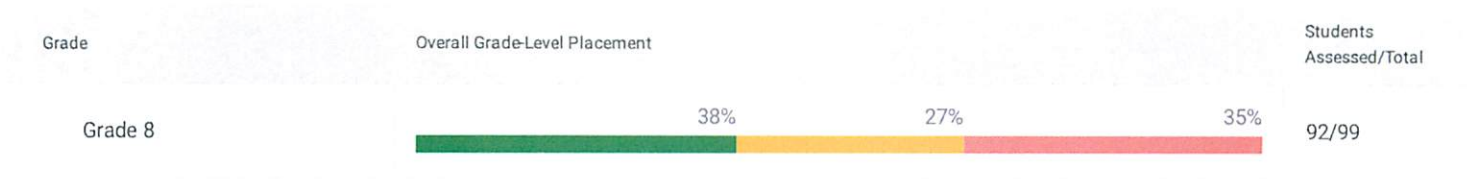
Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	100%	10/91
Grade 1	29% 65% 6%	68/78
Grade 2	20% 57% 22%	54/58
Grade 3	23% 49% 28%	82/84
Grade 4	27% 49% 24%	75/78
Grade 5	33% 38% 29%	76/84
Grade 6	33% 33% 33%	60/84
Grade 7	31% 46% 23%	70/89

Diagnostic Results



School: SPRING GROVE SCHOOL
Subject: Math
Academic Year: 2020 - 2021
Diagnostic: Winter Diag
Prior Diagnostic: None
Placement Definition: Standard View



D

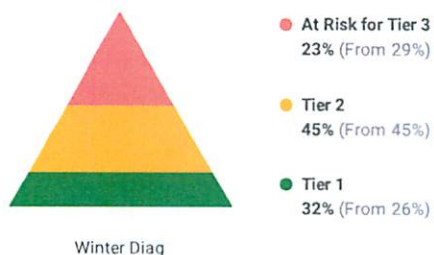
Diagnostic Results

School: SPRING GROVE SCHOOL
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Winter Diag
 Prior Diagnostic: Fall Diag
 Placement Definition: Standard View

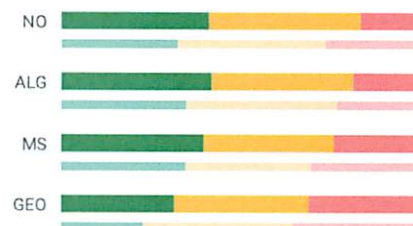
Fall to Winter Comparison

Students Assessed/Total: 550/745

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

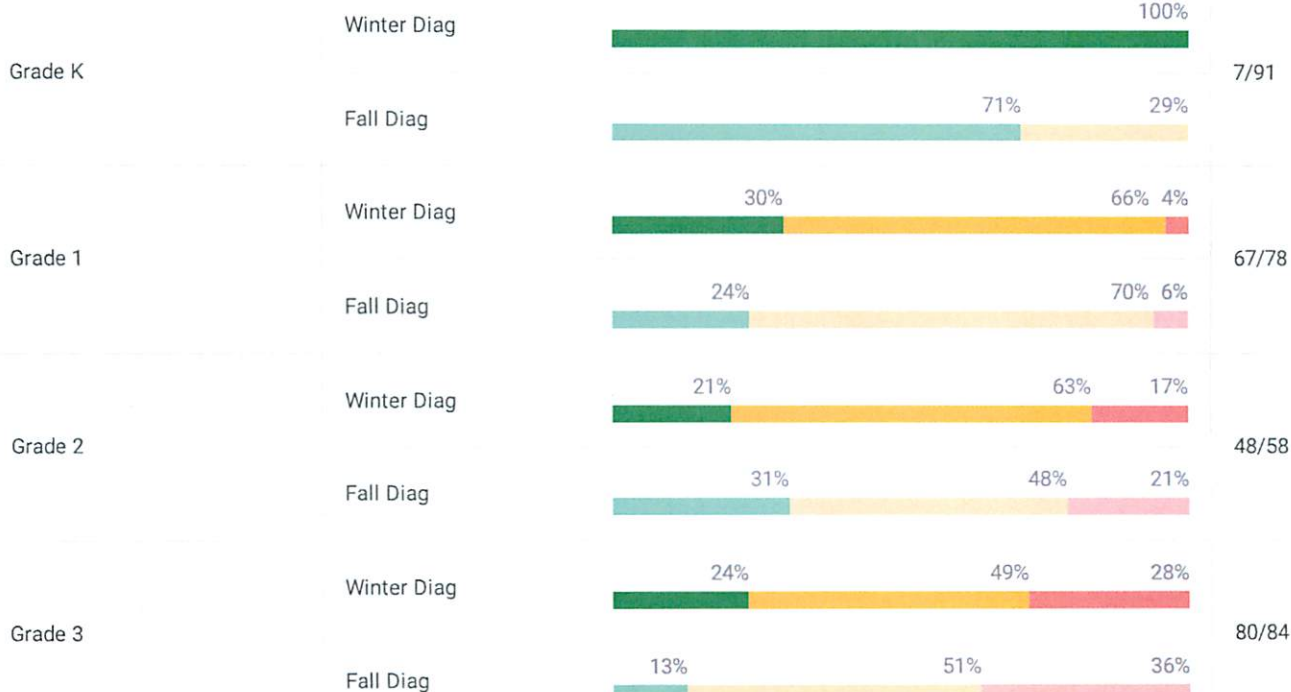
Grade

Showing 9 of 9

Grade

Overall Grade-Level Placement

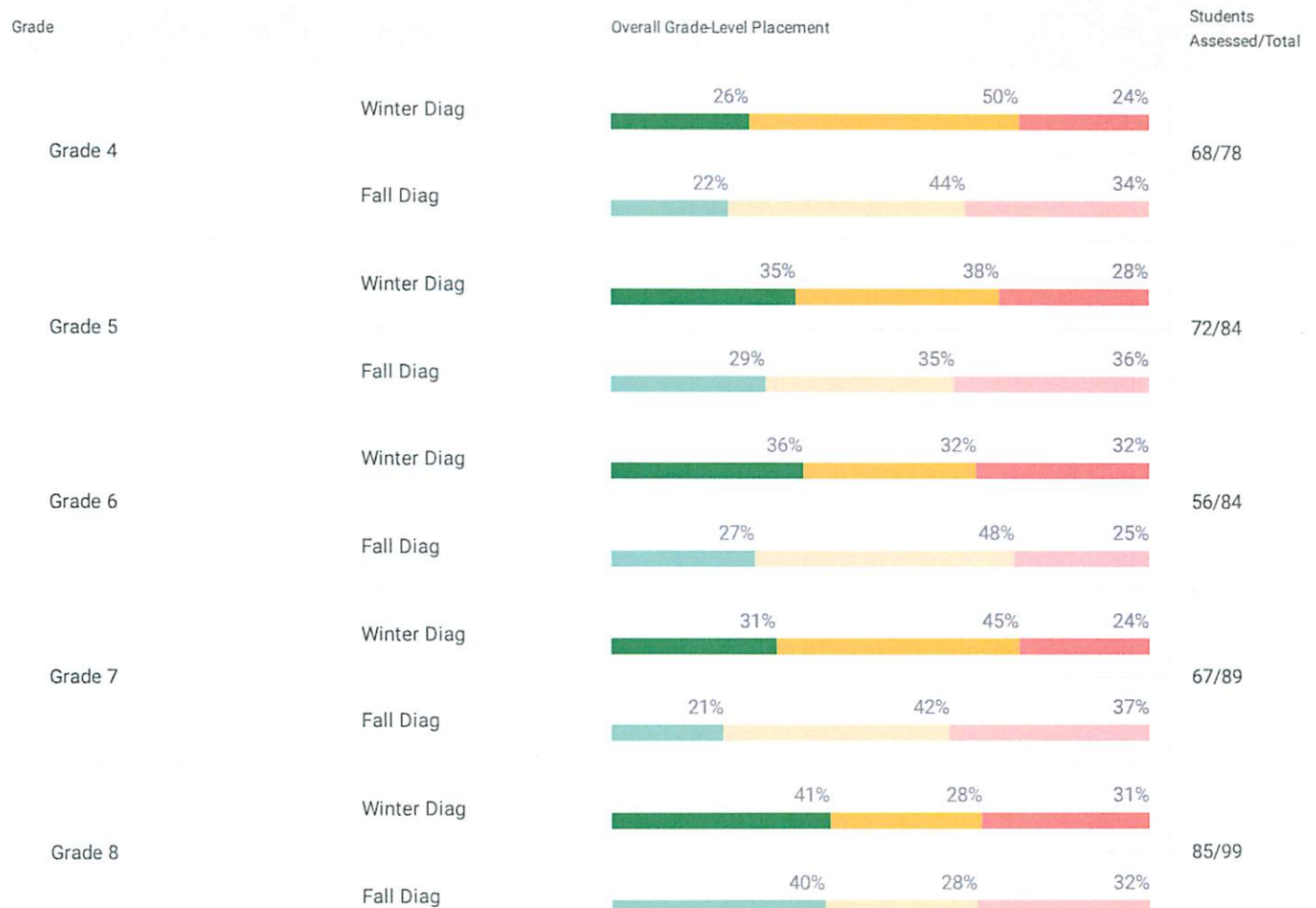
Students Assessed/Total



Diagnostic Results



School: SPRING GROVE SCHOOL
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Winter Diag
 Prior Diagnostic: Fall Diag
 Placement Definition: Standard View



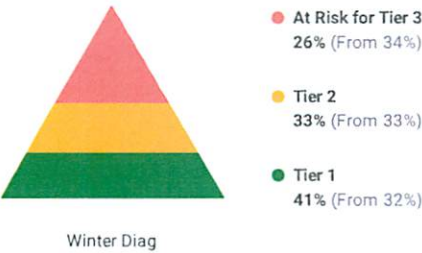
Diagnostic Results



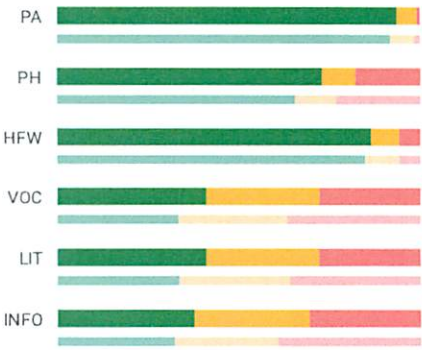
School: SPRING GROVE SCHOOL
Subject: Reading
Academic Year: 2020 - 2021
Diagnostic: Winter Diag
Prior Diagnostic: Fall Diag
Placement Definition: Standard View

Students Assessed/Total: 458/744

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

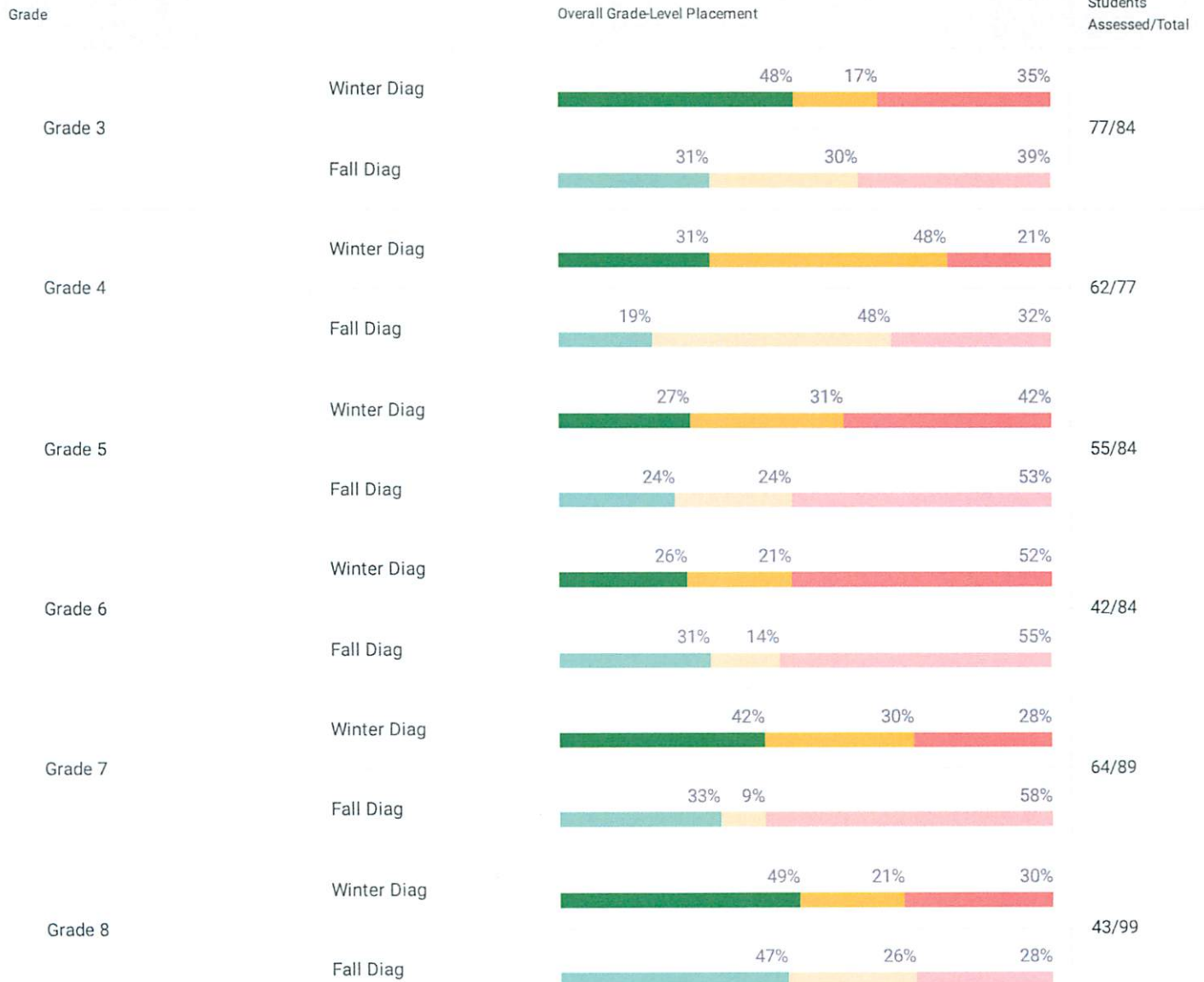
Showing 9 of 9

Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Winter Diag	100%	7/91
	Fall Diag	71% 29%	
Grade 1	Winter Diag	44% 51% 5%	61/78
	Fall Diag	34% 62% 3%	
Grade 2	Winter Diag	49% 47% 4%	47/58
	Fall Diag	38% 51% 11%	

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic
Placement Definition

SPRING GROVE SCHOOL
Reading
2020 - 2021
Winter Diag
Fall Diag
Standard View



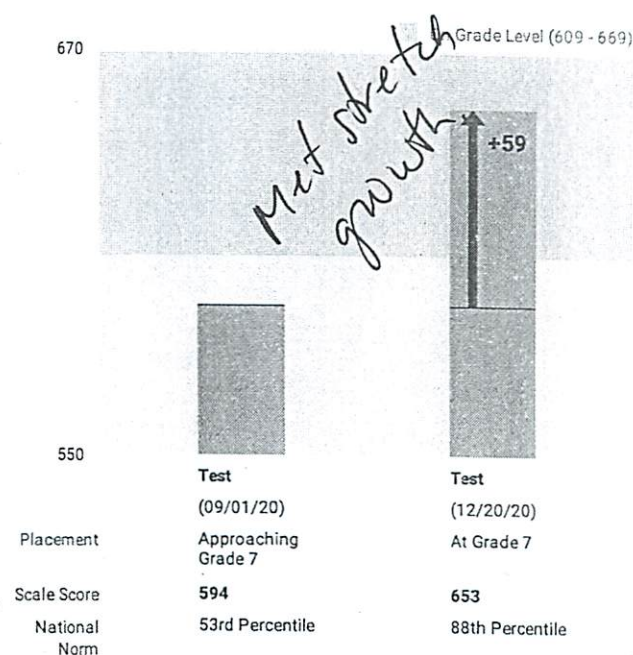
For Families



Subject Reading
 Student **Kyle Math**
 Student ID **10757**
 Student Grade 7

What is i-Ready? i-Ready is an online learning program focused on reading and math. Kyle has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-ready.com/FamilyCenter.

Kyle's Overall Reading Performance



Domain	* Foundational Domains	
	Test (09/01/20)	Test (12/20/20)
Overall	Approaching Grade 7	At Grade 7
Phonological Awareness*	Tested Out	Tested Out
Phonics*	Tested Out	Tested Out
High-Frequency Words*	Tested Out	Tested Out
Vocabulary	Approaching Grade 7	At Grade 7
Comprehension: Literature	Approaching Grade 7	At Grade 7
Comprehension: Informational Text	Approaching Grade 7	At Grade 7

Lexile® Reading Measure	Lexile Reading Range	Find A Book
1255L	1155L-1305L	Pick a book based on your student's Lexile measure and personal interests. Search for books at https://hub.lexile.com/find-a-book

Additional Suggestions

✓ Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✓ Reach out to the teacher

Ask your student's teacher for additional insight into Kyle's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Kyle's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the i-Ready Diagnostic.

National Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a Norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

Foundational Domains are specific learning areas that are not assessed for all grade levels. Subtests on Foundational Domains are given depending on your child's scores in other domains. "Tested Out" means that your child did not need to take a particular subtest. "Max Score" means that your child took the subtest and achieved a high score.

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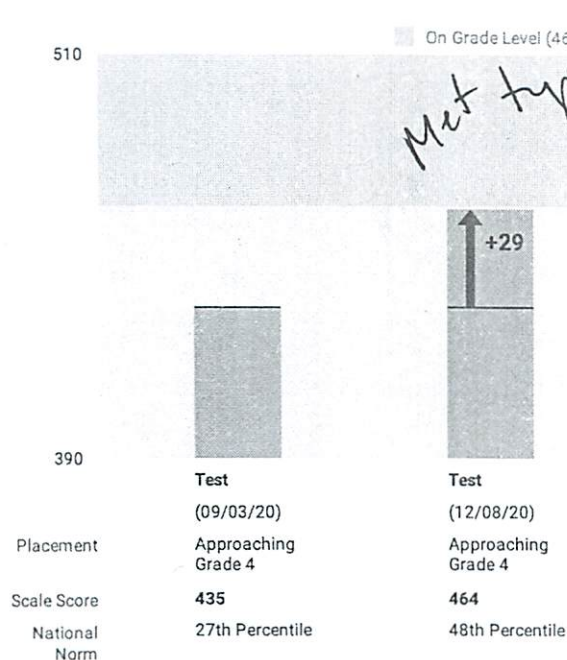
For Families



Subject Math
Student Alan Romero
Student ID 11150
Student Grade 4

What Is i-Ready? i-Ready is an online learning program focused on reading and math. Alan has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-ready.com/FamilyCenter.

Alan's Overall Math Performance



Domain	Test (09/03/20)	Test (12/08/20)
Overall	Approaching Grade 4	Approaching Grade 4
Number and Operations	Approaching Grade 4	Approaching Grade 4
Algebra and Algebraic Thinking	At Grade 4	At Grade 4
Measurement and Data	Needs Improvement	At Grade 4
Geometry	Needs Improvement	Approaching Grade 4

Additional Suggestions

✓ Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✓ Reach out to the teacher

Ask your student's teacher for additional insight into Alan's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Alan's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the *i-Ready Diagnostic*.

National Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a Norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Board Member Report

ACTION TO BE TAKEN: None - Informational

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: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Area Trustee Report

ACTION TO BE TAKEN: None - Informational

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: January 14, 2021

REPORT BY: Jennifer Bernosky – Superintendent/Principal

TOPIC: Superintendent's Report

ACTION TO BE TAKEN: None - Informational

Learning Continuity and Attendance Plan: No report

Student Enrollment: Registration for the 2021-2022 school year will begin on Monday, February 8, 2021. The PreK will also begin registration on the same date. Enrollment as of January 6, 2021 has remained the same as reported at the December Board of Trustee meeting.

Update on School Plan During COVID: With the start of the 2nd semester on January 12, 2021, families have three options which have been shared through emails and phone calls:

ROAR program: Three teachers with rosters of 20-28 students each. This is a semester long commitment.

On Campus AM/PM Hybrid: Teachers use Google Classroom as their learning platform in the event their classroom has to pivot to Distance Learning.

Independent Study Contract during COVID: Currently available for the month of January. Parents sign a contract, students do all Google Classroom work, i-ready minutes, and meet with a certificated teacher in a small group for 1 hour per week, virtually and outside of the regular school day. Students may take a contract at any time due to COVID symptoms, COVID contact, or other COVID related issues. The District will use this option until San Benito County returns to the Red Tier.

Governor Newsome has a proposed reopen schools plan which looks to take place in February. Since Spring Grove is already open for on campus learning, Superintendent Bernosky will look into the details. More information will be provided at the Board of Trustee meeting.

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

CONSENT ITEMS

NORTH COUNTY JOINT UNION SCHOOL DISTRICT

MEETING MINUTES

BOARD OF TRUSTEES REGULAR MEETING

December 15, 2020

CALL TO ORDER	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
1. Pledge of Allegiance	The Pledge of Allegiance was led by Board President, Ted Zanella .
2. Administer the Oath of Office to Newly Seated Board Members:	Jennifer Bernosky (Superintendent/Principal) administered the Oath of Office to Trustees Renee Fought and Frank O'Connell. Stan Pura was absent.
3. Approval of Agenda	Motion to approve agenda by Frank O'Connell, 2 nd by Renee Fought VOTE: Cindy King , Aye, Frank O'Connell, Aye, Ted Zanella, Aye, Renee Fought, Aye Absent: Stan Pura
4. Recognition of Visitors	None
PUBLIC COMMENTS	NONE
ANNUAL ORGANIZATION	The Board of Trustees held their Annual Organization meeting. The results were as follows: President: Ted Zanella, nominated by Renee Fought, 2 nd by Frank O'Connell VOTE: Cindy King , Aye, Frank O'Connell, Aye, Ted Zanella, Aye, Renee Fought, Aye Absent: Stan Pura Board Clerk: Renee Fought, nominated by Ted Zanella, 2 nd by Frank O'Connell VOTE: Cindy King , Aye, Frank O'Connell, Aye, Ted Zanella, Aye, Renee Fought, Aye Absent: Stan Pura Representative to County Committee on School District Organization: Cindy King Nominated by Renee Fought, 2 nd by Frank O'Connell VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Fought, Aye Absent: Stan Pura
ASB REPORT	Morgen Ortiz (ASB President) joined the Zoom meeting and read the provided report. Mrs. Bernosky and Mrs. King congratulated the ASB on finding creative ways to accomplish things during distance and hybrid learning.
FISCAL SERVICES REPORT	Sheila Maes (Manager, Fiscal Services) reviewed the provided report and added that revenues were \$2.4 million. Expenses have been \$2.4 million.
FIRST READ OF BOARD POLICY UPDATES (BP 6173 and 6174)	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and explained that board policies are routinely updated with most current language. The policies presented (BP6173, Education for Homeless Students and BP6174, Education of English Learners) will be brought back for approval at the January meeting.
DIRECTOR'S REPORT	Gabriella Armenta (Director of Student Services, Curriculum and Instruction) reviewed the report and added: ELD UPDATE: The second virtual ELAC meeting took place and it has proven difficult to get parent involvement. MIGRANT: There are currently 72 Migrant students. At the most recent Migrant Parent meeting the President gave regional Migrant information. A guest speaker gave a presentation on mental health and technology. FALL WRITING DATA: The Fall writing sample was given as a baseline and was given online. 1 st – 8 th grade teachers chose the genre and topics. Board President asked that some writing samples be included in a future report.
PRINCIPAL'S REPORT	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added the following: STUDENT ACTIVITIES Select First and Second grade students have been receiving very specific and fine-tuned after school intervention. STUDENT ACADEMICS: Planning has begun for the 2021 CAASPP testing. It is still unclear if this testing will be required by the State.

Regular Board Meeting Minutes: December 15, 2020

	<p>PLCS: During Friday PLCs Ms. Armenta has been meeting with grade levels to see where support is needed.</p> <p>STUDENT DISCIPLINE: There have only been very minor discipline issues and teachers, administration and parents are actively communicating.</p>
BOARD MEMBER REPORT	NONE
AREA TRUSTEE REPORT	NONE
SUPERINTENDENT'S REPORT	<p>Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added:</p> <p>WALL OF GIVING: The Wall of Giving has been posted and there will be 78 students receiving gifts this year.</p> <p>STUDENT ENROLLMENT: Current enrollment is 732. Next semester, some students from the ROAR program will be returning to campus. There will be a limited amount of space in the ROAR program if some student and parents would like to change from on-campus to ROAR. There have been several students on and off Independent Study Contracts due to COVID concerns or exposure.</p> <p>LEARNING CONTINUITY AND ATTENDANCE PLAN: Mrs. Bernosky and Sheila Maes (Manager, Fiscal Services) are working together on this plan.</p> <p>SCHOOL PLAN DURING COVID: Mrs. Bernosky shared letters from parents expressing their gratitude to the District and staff for finding a way to provide on-campus instruction. To continue to provide families with many choices during the pandemic, beginning the second semester, there will be an Independent Study option available for students who are not able to return to campus because of exposure, infection or COVID related concerns. This will be supported independent learning and students will meet with a teacher for 1 hour per week, after hours. If a student doesn't meet in small group or complete assignments for the week, they will receive 5 unexcused absences and Mrs. Bernosky will follow up with guardians. A University has reached out to place student teachers at Spring Grove. If this works out and sponsor teachers are available, these student teachers will be helpful in small groups and in assisting struggling students.</p> <p>Additionally, Mrs. Bernosky congratulated Special Education teacher, Lauren Martarano on receiving the San Benito County Keys to Student Success award.</p>
CONSENT	<p>Motion to approve by Cindy King, 2nd by Renee Faight</p> <p>VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye</p> <p>Absent: Stan Pura</p>
DISCUSSION / ACTION	<ol style="list-style-type: none"> 1. Approve Spring Grove School Calendars for the 2021/2022 and 2022/2023 School Years, as presented Motion to approve by Cindy King, 2nd by Frank O'Connell VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye Absent: Stan Pura 2. Approve First Interim Report for the 2020/2021 School Year, as presented Motion to approve by Renee Faight, 2nd by Cindy King VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye Absent: Stan Pura 3. Approve the 2020/2021 Certificated Seniority List, as presented Motion to approve by Frank O'Connell, 2nd by Cindy King VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye Absent: Stan Pura 4. Approve the 2020/2021 LCFF Budget Overview for Parents, as presented Motion to approve by Cindy King, 2nd by Renee Faight VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye Absent: Stan Pura 5. Declare Surplus Property, as presented Motion to approve by Frank O'Connell, 2nd by Renee Faight VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye Absent: Stan Pura

Regular Board Meeting Minutes: December 15, 2020

	<p>6 Approve Amended School Calendar for the 2020/2021 School Year</p> <p>The amended calendar was presented, and Jenny Bernosky (Superintendent/Principal) explained that the additional week off in January will allow extra time between holiday gatherings and the return to campus.</p> <p>Motion to approve by Renee Faight, 2nd by Frank O'Connell</p> <p>VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye</p> <p>Absent: Stan Pura</p>
TRUSTEE FUTURE AGENDA ITEMS	NONE
PUBLIC COMMENTS ON CLOSED SESSION	None
ADJOURN TO CLOSED SESSION	<p>At 7:35 PM Motion to Adjourn to Closed Session by Cindy King, 2nd by Frank O'Connell</p> <p>VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye</p> <p>Absent: Stan Pura</p>
CLOSED SESSION	<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 8:10 pm motion to reconvene to open session by Cindy King, 2nd by Ted Zanella.</p> <p>No action was taken</p> <p>At 8:11pm motion to adjourn by Frank O'Connell, 2nd by Renee Faight</p> <p>VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye</p> <p>Absent: Stan Pura</p>

Respectfully Submitted,



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

007 NORTH COUNTY JOINT UNION
Board Warrants/Cafeteria

Board Warrant Approval List
12/01/2020 - 12/31/2020

J50989 WARBRDSC L.00.00 01/04/21 PAGE

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	CstCtr	Ste Mngr	Expenditure
07	00383858	12/14/2020	AMERICAN FIDELITY ASSURANCE CO	010-0000-0-	9522-00-	0000-0000-0000000-000-0000			1,574.82
	P0110008	Jul-Dec	Flex & DepCare						1,574.82
07	00383859	12/14/2020	AMERICAN FIDELITY ASSURANCE CO	010-0000-0-	9522-00-	0000-000000-000-0000			50.00
	P0110009		Health Savings Account						50.00
07	00384062	12/18/2020	AT&T	010-0000-0-	5930-00-	0000-8200-000000-000-0000			357.14
	P0110070		Phone Service						357.14
07	00383860	12/14/2020	AT&T CALNET 3	010-0000-0-	5930-00-	0000-8200-000000-000-0000			1,538.00
	P0110070		Phone Service						195.76-
	CM100005		ALL OTHER LOCAL REVENUE						1,342.24
07	00383861	12/14/2020	BETTENCOURT, KRISTYN	010-0000-0-	5830-00-	0000-3600-000000-000-0000			922.50
	PV100032		CONTRACTED SERVICES						922.50
07	00383862	12/14/2020	CDM GOVERNMENT INC.	010-1100-0-	4310-00-	0000-2420-000000-000-0000			241.53
	P0120111		Ethernet Switch						241.53
07	00383527	12/01/2020	CHAMBLIN, SUMMER	010-0000-0-	9949-00-	0000-0000-000000-000-0000			157.21
	PV100029		PAYROLL CANCELS						157.21
07	00383528	12/01/2020	CRYSTAL CREAMERY	130-5310-0-	4710-00-	0000-3700-000000-000-0000			252.27
	P0110073		Milk						646.29
	P0110073		Milk						140.15
	P0110073		Milk						1,038.71
07	00384063	12/18/2020	CRYSTAL CREAMERY	130-5310-0-	4710-00-	0000-3700-000000-000-0000			147.76
	P0110073		Milk						635.14
	P0110073		Milk						487.49
	P0110073		Milk						1,270.39
07	00383529	12/01/2020	DANIELSEN COMPANY	130-5310-0-	4319-00-	0000-3700-000000-000-0000			107.05
	P0110065		Food/Supplies						369.55
	P0110065		Food/Supplies						215.19
	P0110065		Food/Supplies						462.69
	P0110065		Food/Supplies						131.38
	P0110065		Food/Supplies						603.26
	P0110065		Food/Supplies						1,284.35
									3,173.47

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstrctr Ste	Mngr	Expenditure
07	00384064	12/18/2020	DANIELSEN COMPANY						
	P0110065		Food/Supplies	130-5310-0-4319-00-0000-3700-0000000-000-0000					121.85
	P0110065		Food/Supplies	130-5310-0-4319-00-0000-3700-0000000-000-0000					77.52
	P0110065		Food/Supplies	130-5310-0-4319-00-0000-3700-0000000-000-0000					208.90
	P0110065		Food/Supplies	130-5310-0-4319-00-0000-3700-0000000-000-0000					26.60-
	P0110065		Food/Supplies	130-5310-0-4710-00-0000-3700-0000000-000-0000					1,325.99
	P0110065		Food/Supplies	130-5310-0-4710-00-0000-3700-0000000-000-0000					1,288.71
	P0110065		Food/Supplies	130-5310-0-4710-00-0000-3700-0000000-000-0000					466.12
			Sub total:						3,462.49
07	00383863	12/14/2020	DANNIS WOLIVER KELLEY						
	P0110005		Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000					747.00
	P0110005		Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000					444.00
	P0110005		Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000					252.00
	P0110005		Legal Services	010-3210-0-5845-00-0000-7150-0000000-000-0000					702.00
			Sub total:						2,145.00
07	00384065	12/18/2020	DANNIS WOLIVER KELLEY						
	P0110005		Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000					1,419.75
	P0110005		Legal Services	010-0000-0-5845-00-0000-7150-0000000-000-0000					175.00
			Sub total:						1,594.75
07	00383864	12/14/2020	DASSEL'S PETROLEUM						
	P0110071		FUEL	010-0000-0-4380-00-0000-8200-0000000-000-0000					58.18
			Sub total:						58.18
07	00383865	12/14/2020	DELL MARKETING L.P.						
	P0020001		DELL CHROMEBOOKS	010-0100-0-4400-00-1110-1000-0000000-000-0000					4,851.84
	P0020001		DELL CHROMEBOOKS	010-0100-0-4400-00-1110-1000-0000000-000-0000					70,544.37
			Sub total:						75,396.21
07	00384066	12/18/2020	DEPARTMENT OF JUSTICE						
	P0110037		FINGERPRINTING	010-0000-0-5838-00-0000-7400-0000000-000-0000					64.00
			Sub total:						64.00
07	00383866	12/14/2020	DISCOUNT SCHOOL SUPPLY						
	PV100035		CLASSROOM/OFFICE SUPPLIES	010-3060-0-4310-00-7110-1000-3500000-000-0000					85.86
			Sub total:						85.86
07	00383530	12/01/2020	ESGI LLC						
	P0120108		12-mth Kinder Assesment	010-3210-0-5830-00-1110-1000-0000000-000-0000					852.00
			Sub total:						852.00
07	00384067	12/18/2020	FAGEN FRIEDMAN & FULLFROST LLP						
	P0110002		Special Ed. Legal Svcs	010-6500-0-5845-00-5770-1190-0000000-000-0000					240.00
			Sub total:						240.00
07	00383531	12/01/2020	FERGUSON ENTERPRISES INC #686						
	P0110030		Plumbing Supplies	010-0000-0-4380-00-0000-8200-0000000-000-0000					29.52
			Sub total:						29.52

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstrctr Ste	Mngr	Expenditure
07	00383532	12/01/2020	FOLLETT SCHOOL SOLUTIONS INC. Follett 6300 Cordless Scanner	010-1100-0-4320-00-0000-2420-0000000-000-0000					336.36 Sub total: 336.36
07	00383533	12/01/2020	Fastenal Company Cleaning Gloves DISINFECTING WIPES	010-3210-0-4310-00-0000-8110-0000000-000-0000 010-3210-0-4310-00-1110-1000-0000000-000-0000					2,409.59 4,582.87 6,992.46 Sub total:
07	00383534	12/01/2020	GAVILAN PEST CONTROL Weed/Pest Control Weed/Pest Control Weed/Pest Control	010-8150-0-5830-00-0000-8200-0000000-000-0000 010-8150-0-5830-00-0000-8200-0000000-000-0000 010-8150-0-5830-00-0000-8200-0000000-000-0000					80.00 130.00 55.00 Sub total: 265.00
07	00383535	12/01/2020	GOLD STAR FOODS Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies	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 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 130-5310-0-4710-00-0000-3700-0000000-000-0000 130-5310-0-4710-00-0000-3700-0000000-000-0000					55.17 967.55 114.17 253.86 59.50 704.40 95.89 127.44 Sub total: 2,377.98
07	00384068	12/18/2020	GOLD STAR FOODS Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies	130-5310-0-4380-00-0000-3700-0000000-000-0000 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 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					15.30 735.27 815.07 190.05 244.95 900.58 Sub total: 2,901.22
07	00383867	12/14/2020	GREAT MINDS LLC Replacement Wrkbooks	010-0000-0-4310-00-1110-1000-0000000-000-0000					81.83 Sub total: 81.83
07	00383536	12/01/2020	HILLYARD/ SAN FRANCISCO Operational Supplies Operational Supplies	010-0000-0-4380-00-0000-8200-0000000-000-0000 010-0000-0-4380-00-0000-8200-0000000-000-0000					13.84 1,149.38 1,163.22 Sub total:
07	00384069	12/18/2020	HILLYARD/ SAN FRANCISCO Operational Supplies Operational Supplies	010-0000-0-4380-00-0000-8200-0000000-000-0000 010-3210-0-4310-00-1110-1000-0000000-000-0000					870.34 422.85 1,293.19 Sub total:
07	00383868	12/14/2020	HVAL, CHRISTINA MAINT/OPERATIONS SUPPLIES	130-5310-0-4380-00-0000-3700-0000000-000-0000					46.36 Sub total: 46.36

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	CstCtr	Ste Mngr	Expenditure	
07	00383537	12/01/2020	Image Source Copier Supplies Usage/Copies Usage/Copies Usage/Copies Usage/Copies	010-0000-0-4310-00-1110-1000-000000-000-0000	010-0000-0-5610-00-0000-7200-000000-000-0000	010-0000-0-5610-00-1110-1000-000000-000-0000	010-0000-0-5610-00-1110-1000-000000-000-0000	010-0000-0-5610-00-1110-2700-000000-000-0000	209.58 208.67 208.67 346.98 70.29 835.52	
07	00383869	12/14/2020	JOHNSON ELECTRONICS INC. Alarm Monitoring	010-8150-0-5830-00-0000-8200-000000-000-0000	Sub total:					168.00 168.00
07	00383870	12/14/2020	KRAKAR, JAMIE Website Maintenance	010-0000-0-5830-00-0000-7150-000000-000-0000	Sub total:					240.00 240.00
07	00383538	12/01/2020	LIGHTSPEED TECHNOLOGIES INC RedCat Batteries	010-1100-0-4310-00-1110-1000-000000-000-0000	Sub total:					113.66 113.66
07	00383539	12/01/2020	MARKERBOARD PEOPLE, THE Whiteboards Whiteboards Whiteboards	010-7420-0-4310-00-1110-1000-000000-000-0000	010-7420-0-4310-00-1110-1000-000000-000-0000	010-7420-0-4310-00-1110-1000-000000-000-0000	010-7420-0-4310-00-1110-1000-000000-000-0000	010-7420-0-9512-00-0000-0000-000000-000-0000	3,019.80 249.13 249.13 249.13-3,019.80	
07	00383871	12/14/2020	METROPOLITAN LIFE INSURANCE CO Insurance Premiums	010-0000-0-9944-00-0000-0000-000000-000-0000	Sub total:					67.55 67.55
07	00383872	12/14/2020	MISSION LINEN SUPPLY Towel Service Towel Service Towel Service Towel Service Towel Service Towel Service Towel Service Towel Service	010-0000-0-4380-00-0000-8200-000000-000-0000	010-0000-0-4380-00-0000-8200-000000-000-0000	010-0000-0-4380-00-0000-8200-000000-000-0000	010-0000-0-4380-00-0000-8200-000000-000-0000	010-0000-0-4380-00-0000-8200-000000-000-0000	10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00 10.00	
07	00383873	12/14/2020	Mendes, Diane FOOD SERVICES SALES	010-5310-0-4380-00-0000-3700-000000-000-0000	Sub total:					37.30 37.30 37.30 189.20
07	00383540	12/01/2020	PACIFIC GAS & ELECTRIC CO Gas & Electric Gas & Electric	010-0000-0-5522-00-0000-8200-000000-000-0000	010-0000-0-5522-00-0000-8200-000000-000-0000	010-0000-0-5522-00-0000-8200-000000-000-0000	010-0000-0-5522-00-0000-8200-000000-000-0000	010-0000-0-5522-00-0000-8200-000000-000-0000	121.99 33.97 155.96	
07	00383874	12/14/2020	PACIFIC GAS & ELECTRIC CO Gas & Electric	010-0000-0-5522-00-0000-8200-000000-000-0000	Sub total:					6,112.49 6,112.49

007 NORTH COUNTY JOINT UNION
Board Warrants/Cafeteria

Board Warrant Approval List
12/01/2020 - 12/31/2020

J50989 WARBRDSC L.00.00 01/04/21 PAGE

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal	Func	CstCtr	Ste	Mngr	Expenditure
07	00384070	12/18/2020	PACIFIC GAS & ELECTRIC CO Gas & Electric	010-0000-0-5522-00-0000-8200-000000-000-0000							31.07 31.07
07	00383875	12/14/2020	PALACE BUSINESS SOLUTIONS CLASSROOM/OFFICE SUPPLIES	010-0000-0-4310-00-1110-1000-074500-000-0002							43.19 43.19
07	00383876	12/14/2020	PITNEY BOWES GLOBAL FINANCIAL Postage Meter Lease/Supplies	010-0000-0-5620-00-0000-7200-000000-000-0000							237.03 237.03
07	00383541	12/01/2020	RANCHO SAN JOAQUIN MUTUAL Water	010-0000-0-5555-00-0000-8200-000000-000-0000							810.00 810.00
07	00383877	12/14/2020	RJR ENVIRONMENTAL INC. Garbage/Recycling Service	010-0000-0-5515-00-0000-8200-000000-000-0000							843.12 843.12
07	00383542	12/01/2020	S.W. SCHOOL SUPPLY INC Teacher Supplies	010-1100-0-4310-00-1110-1000-000000-000-0000							7.16 8.61
	P0110020		Teacher Supplies	010-1100-0-4310-00-1110-1000-000000-000-0000							8.61
	PV100030		CLASSROOM/OFFICE SUPPLIES	010-3220-0-4310-00-1110-1000-000000-000-0000							16.05
	PV100030		CLASSROOM/OFFICE SUPPLIES	010-3220-0-4310-00-1110-1000-000000-000-0000							236.98
	PV100030		CLASSROOM/OFFICE SUPPLIES	010-3220-0-4310-00-1110-1000-000000-000-0000							611.39
	P0120102		TriFold Plexi Dividers	010-7420-0-4310-00-1110-1000-000000-000-0000							143.38
	P0120102		TriFold Plexi Dividers	010-7420-0-4310-00-1110-1000-000000-000-0000							163.37
											1,186.94
07	00384071	12/18/2020	SAN BENITO COUNTY ENVIRONMENTAL ASSESSMENT AND FEES	130-5310-0-5818-00-0000-3700-000000-000-0000							174.00 174.00
07	00384072	12/18/2020	SAN BENITO HIGH SCHOOL Bus Fleet Maintenance	010-0000-0-5830-00-0000-3600-000000-000-0000							14,468.14
	P0110076		Bus Fleet Maintenance	010-0000-0-5830-00-0000-3600-000000-000-0000							1,726.19
	P0110076		Bus Fleet Maintenance	010-0000-0-5830-00-0000-3600-000000-000-0000							2,344.00
											18,538.33
07	00384073	12/18/2020	SBCWD Blue Valve Water	010-0000-0-5555-00-0000-8200-000000-000-0000							21.06 21.06
07	00383878	12/14/2020	SELF-INSURED SCHOOLS OF CALIF. Employee Benefits	010-0000-0-9521-00-0000-0000-000000-000-0000							6,895.90
	P0110001		Employee Benefits	010-0000-0-9525-00-0000-0000-000000-000-0000							15,677.99
	P0110001		Employee Benefits	010-0000-0-9940-00-0000-0000-000000-000-0000							1,320.83
	P0110001		Employee Benefits	010-0000-0-9941-00-0000-0000-000000-000-0000							4,424.58
	P0110001		Employee Benefits	010-0000-0-9942-00-0000-0000-000000-000-0000							33,600.00
											61,919.30

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	CstCtr	Ste Mngr	Expenditure
07	00383543	12/01/2020	Stover Seed Company	010-0000-0-4380-00-0000-8200-0000000-000-0000					359.84
	P0120103	Over-Seed							359.84
07	00383544	12/01/2020	TEXAS LIFE INSURANCE COMPANY	010-0000-0-9944-00-0000-00000-000-0000					296.11
	P0110038	Life Ins. Premiums							296.11
07	00383879	12/14/2020	TEXAS LIFE INSURANCE COMPANY	010-0000-0-9944-00-0000-00000-000-0000					296.11
	P0110038	Life Ins. Premiums							296.11
07	00383880	12/14/2020	TRETOP PRODUCTS CONSOLIDATED	010-0000-0-4400-00-1110-1000-000000-000-0000					177.92
	PV100038	NONCAPITALIZED EQUIPMENT							220.72
	PV100038	NONCAPITALIZED EQUIPMENT							398.64
07	00383881	12/14/2020	TRI-COUNTY PIZZA	130-5310-0-4710-00-0000-3700-000000-000-0000					245.98
	PV100037	FOOD							245.98
07	00383545	12/01/2020	U.S. BANK	010-0000-0-4310-00-0000-2700-000000-000-0000					97.26
	P0120097	AMERICAN FLAG							128.23
	PV100031	CLASSROOM/OFFICE SUPPLIES							8.53
	PV100031	CLASSROOM/OFFICE SUPPLIES							28.67
	PV100031	CLASSROOM/OFFICE SUPPLIES							10.47
	P0110012	Classroom/Computer Supplies							38.92
	PV100031	CLASSROOM/OFFICE SUPPLIES							116.87
	PV100031	MAINT/OPERATIONS SUPPLIES							32.52
	PV100031	MAINT/OPERATIONS SUPPLIES							965.45-
	PV100031	POSTAGE							25.79
	PV100031	CLASSROOM/OFFICE SUPPLIES							161.29
	PV100031	CLASSROOM/OFFICE SUPPLIES							24.24
	PV100031	CLASSROOM/OFFICE SUPPLIES							65.55
	PV100031	CLASSROOM/OFFICE SUPPLIES							80.62
	PV100031	CLASSROOM/OFFICE SUPPLIES							325.99
	PV100031	CLASSROOM/OFFICE SUPPLIES							8.65
	PV100031	CLASSROOM/OFFICE SUPPLIES							13.36
	PV100031	CLASSROOM/OFFICE SUPPLIES							183.78
	P0120096	3rd grade handwriting							1,436.31
	P0120101	Sped Sensory Supplies							35.60
	P0120101	Sped Sensory Supplies							7.57
	PV100031	CLASSROOM/OFFICE SUPPLIES							548.80
	PV100031	CLASSROOM/OFFICE SUPPLIES							159.88
	PV100031	CLASSROOM/OFFICE SUPPLIES							2,573.45
07	00383882	12/14/2020	Versa Products Inc	010-1100-0-4310-00-0000-2420-000000-000-0000					331.00
	P0120107	Sit 2 Stand							27.31
	P0120107	Sit 2 Stand							

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y Objt SO Goal Func CstrCtr Ste Mngr	Expenditure

	PO120107	Sit 2 Stand		010-1100-0-9512-00-0000-0000000-000-0000	27.31-
				Sub total:	331.00
07	00383883	12/14/2020	WATSONVILLE COAST PRODUCE INC		
	PO110069	PRODUCE		130-5310-0-4710-00-0000-3700-0000000-000-0000	221.75
	PO110069	PRODUCE		130-5310-0-4710-00-0000-3700-0000000-000-0000	86.25
	PO110069	PRODUCE		130-5310-0-4710-00-0000-3700-0000000-000-0000	67.50
	PO110069	PRODUCE		130-5310-0-4710-00-0000-3700-0000000-000-0000	433.88
				Sub total:	809.38
07	00384074	12/18/2020	WATSONVILLE COAST PRODUCE INC		
	PO110069	PRODUCE		130-5310-0-4710-00-0000-3700-0000000-000-0000	72.25
				Sub total:	72.25
07	00383546	12/01/2020	Xerox Financial Services LLC		
	PO110023	Copier Lease		010-0000-0-5610-00-1110-1000-0000000-000-0000	446.64
	PO110023	Copier Lease		010-0000-0-5610-00-1110-2700-0000000-000-0000	223.32
	PO110023	Copier Lease		010-0000-0-5610-00-1110-2700-0000000-000-0000	223.31
				Sub total:	893.27
Total Warrants Issued:					210,514.14
Total Warrants Canceled:					.00
Total Warrants (Issued - Canceled):					210,514.14

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE:	January 14, 2021
PRESENTED BY:	Erin Livingston Human Resources
TOPIC:	Personnel Exhibit
ACTION TO BE TAKEN:	Approval Recommended

CERTIFICATED

<u>NAME</u>	<u>ACTION</u>	<u>POSITION/FTE</u>	<u>EFFECTIVE</u>
Breanna Barnes	Hire	Certificated Substitute	1/11/21
Cathie Scimeca	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Julie Asplund	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Kyra Shugars	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Pam Bloom	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Rachelle Lalande	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Renee Kakebeen	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Lauren Martarano	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
David Belscher	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Amber Painter	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Patty Nehme	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Aaron Griffin	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Angie Garman	Hire	Supported Independent Learning Teacher/Extra Hourly	1/11/21
Laura Guardino	Hire	ELD Strategies Teacher	1/11/21

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jennifer Bernosky, Superintendent/Principal

TOPIC: Update to Board Policies 6173 and 6174

ACTION TO BE TAKEN: Approval Recommended

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

The following board policies/regulations have been provided for approval. 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

CONCLUSION: These policies were presented for a first read at the December 15, 2020 meeting. The District requests 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)

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)

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)

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 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.

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

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student 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.

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 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

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 school wide English learner advisory committees.

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)

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)

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 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 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

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)

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:
 - 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.

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)

1. Developing 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 a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or aide requirements
5. Administering of the annual language census

6. Reviewing and commenting on the district's reclassification procedures

7. Reviewing and commenting on the required written parental notification

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.

DISCUSSION / ACTION

NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

DATE: January 14, 2021

REPORT BY: Jenny Bernosky, Superintendent / Principal

TOPIC: 2019/2020 School Accountability Report Card

ACTION TO BE TAKEN: Approval Recommended

BACKGROUND INFORMATION: Public schools throughout California are required to provide information about themselves to the community in the form of an annual School Accountability Report Card (SARC). The California Education Code requires the governing board of each school district maintaining an elementary or secondary school to annually issue the SARC, publicize such reports and notify parents/guardians or students that a copy will be provided upon request. SARC reports are required to be completed and posted to the school website by February 1st.

Throughout the State, school report cards are prepared using templates and they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all the following specified data to allow the public to easily evaluate and compare schools in major areas.

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

North County Joint Union School District annually posts the Spring Grove School Accountability Report Card on the District/School web site and makes printed copies available to parents and the public.

CONCLUSION: Approval recommended

Spring Grove Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Spring Grove Elementary
Street	500 Spring Grove Rd.
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 637-3745
Principal	Jennifer Bernosky
Email Address	jbernosky@sbcoe.org
Website	www.ncjUSD.org
County-District-School (CDS) Code	35 67504 6095202

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	North County Joint Union School District
Phone Number	(831) 637-5574
Superintendent	Jennifer Bernosky
Email Address	jbernosky@sbcoe.org
Website	www.ncjUSD.org

School Description and Mission Statement (School Year 2020-2021)

The mission of the North County Joint Union School District and Spring Grove School is to ensure that every student will receive an engaging, enriching, and rigorous educational experience using Common Core State Standards-based curriculum and common formative assessments and support to ensure student success.

Spring Grove School is dedicated to meeting the goals listed below.

1. All students will reach mastery of essential grade level ELA and Math standards.
2. English Learners will be reclassified to Fluent English Proficient within 5 years.
3. Attendance - maintain 96.5% attendance rate.
4. Maintain a safe, clean and orderly campus.
5. Increase communication to ensure that all stake holders are informed as it relates to academics, attendance, and student events.

Spring Grove School is a one school district with 744 students based on the 2019-2020 CALPADS report. 453 students (60.9%) are Hispanic, 239 (32.1%) are white and the remaining 52 students (7%) are American Indian, Asian, African American and students with multiple ethnicity/races.

The school population is comprised of students whose families can trace their roots back to the abandoned one-room schoolhouses still visible in our district. Students come from generations of farming and ranching families. We also have students whose families migrated here from Mexico. In addition, there has been an influx of families that have moved here from outside of the county. The common element, however, is a belief in quality public education and high academic expectations.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	90
Grade 1	62
Grade 2	84
Grade 3	74
Grade 4	83
Grade 5	82
Grade 6	83
Grade 7	100
Grade 8	99
Total Enrollment	757

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.4
Hispanic or Latino	60.9
White	32.1
Two or More Races	0.7
Socioeconomically Disadvantaged	44.6
English Learners	13.6
Students with Disabilities	7
Foster Youth	0.4
Homeless	0.5

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	36	34	36	36
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced 1st-3rd grade/ Orton-Gillingham TK-8th grade / Prentice Hall 6th-8th grade-8/Scholastic News and Storyworks 4th-8th grade	Yes	0
Mathematics	Eureka Math TK - 5th/ Big Idea Math 6th - 8th	Yes	0
Science	Scott Foresman K-5/ Glencoe 6-8	Yes	0
History-Social Science	Scott Foresman K-5/ Holt 6-8	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Spring Groves School boasts a very clean and well maintained school. Custodians and maintenance employees work tirelessly to keep classrooms and other facilities in exceptional condition. Each year the school is thoroughly inspected by school board members. Their findings and suggestions are quickly addressed by the superintendent.

The following improvement are made regularly:

New carpets in classrooms and office buildings (completed 2019)

Old and damaged furniture replacement

Gym floor restoration

New outdoor tables and benches complete with umbrellas (2020)

New fibar in playground

New exterior paint for classrooms and office buildings(first phase 2020)

Addition of a 30' x 30' shade structure

Additional approved playground equipment

Stand up teaching desks for all teachers (2020)

Stand up desks for all secretaries and District Office staff (2020)

Other routine repairs and upgrades

High quality air purifiers installed in all heating/air conditioning systems(2020)

In addition to the list above, all classroom and exterior light fixtures have been updated with the latest technology and LED bulbs. Classrooms were also updated with dimmers for their lights. The District continues to increase Bandwidth which allows students and staff faster internet connection and will provide students the opportunity to complete the CAASPP Test efficiently.

All improvements are tied to the District Board of Trustee goals and objectives, to maintain a safe, clean and orderly campus environment.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: 1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	66	N/A	66	N/A	50	N/A
Mathematics (grades 3-8 and 11)	50	N/A	50	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	37	N/A	37	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are actively involved in their children's education at Spring Grove School through membership in the Parent Teacher Organization, School Site Council, Asset Building Champions - Anti Bully Program, English Learner Advisory Committee (ELAC) and the Migrant Parent Advisory Committee. In addition, parents help out as classroom and school volunteers, guest speakers, and at special events. Parents have had multiple opportunities to contribute ideas during the development of the District's LCAP through surveys and meetings. As Common Core math strategies began to raise questions, the District continued to offer several math information workshops to help parents understand the shifts that were occurring. These math nights provided parents with strategies that they could use to assist their children with math homework. The District has also added parent training on reading strategies, Orton-Gillingham, digital citizenship, cyber-bullying, vaping, and cannabis.

Although parents are provided with many opportunities to be connected, parent involvement remains a top priority at Spring Grove School. Spring Grove is committed to improving communication with parents through providing translation of all information, keeping the school and District website as current as possible, and using social media.

The Spring Grove Parent Teacher Organization meets monthly on campus and hosts many annual fundraising and community events. The annual Wine and Roses Benefit helps raise the much needed funds the PTO uses to provide academic programs ie: field trips, Reading Counts, campus beautification, and computer programs. Funds raised by the PTO also help to provide improved technology in the classrooms, teacher wish lists, sport team uniforms and facility enhancements like benches, trees, landscaping and other campus beautification items. Additionally, Spring Grove PTO hosts a Fall Festival, fund raisers, Bingo Nights, Scholastic Book Fairs, and many other community events. The PTO enjoys encouraging and supporting staff, children and parents at Spring Grove.

The Spring Grove PTO is always seeking new members. More information regarding the Parent Teacher Organization and how they support Spring Grove can be found by visiting their website www.springgrovepto.com

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.1	0.0	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	0.1	0.1
Expulsions	0	0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Spring Grove School provides a safe, clean environment for students, staff, parents and the community. A team of 4 custodial/grounds staff take pride in maintaining an organized, clean, and safe facility. A scheduled maintenance program is administered by the school in order to ensure that all classrooms and facilities are clean and well maintained. It is the goal of Spring Grove School to provide a safe, respectful environment for students as they learn.

The safety of students and staff is a primary concern of Spring Grove School. Spring Grove School school has a secure campus with fencing surrounding the entire campus. All gates are closed and locked during the school day. All classrooms and office buildings are equipped with columbine locks. Additional lighting has been installed in the main areas of the campus to provide more security. To further secure the campus, each classroom and adjoining doors have been equipped with a "123 Lock-Down Latch" which can be used in a Lockdown or emergency situation. Cameras will also installed around the perimeter of the campus.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, and state earthquake standards. The Disaster Preparedness Plan is a key element in the School Safety Plan. It includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock down drills are held on a regular basis throughout the school year. Emergency Plans and evacuation procedures are posted in each classroom and a five minute safety in-service is presented to the staff at each staff meeting. Yard duty staff are equipped with two way radios for communication and First Aid kits while on duty to maximize student safety on a daily basis. Annually, fibar is brought into the kindergarten and primary play structures to accommodate the underground playground safety code. A safety committee reviews and updates the safety plan and reports to the School Site Council.

The campus went to online learning due to COVID-19 on March 13, 2020. The entire campus was deep cleaned. All custodians, yard duty, kitchen staff, and administration were trained in disinfecting of the campus on a routine basis. PPE was purchased for all staff and rooms. These included: hand held sanitizer, disinfecting kits, face coverings for children and adults, gloves, signage, and plexiglass partitions in the school and district offices. Training was provided for all staff as well.

When students are on campus for instruction the following has been implemented: desks stationed 6 feet apart, signage on the outside and inside of each room, hourly disinfecting of restrooms, campus disinfecting of all classrooms between AM and PM Hybrids and after school as well, wellness plan for COVID-19, staff meetings with trainings and information, daily health survey for all staff, temperature checks and hand sanitizing when students enter campus, adult check in with temperature taking and hand sanitizing in the school office, weekly communication with families via email, phone calls, and texts in regards to symptoms, when to stay home, possible COVID exposures on campus, and options for at home learning. The Superintendent/Principal meets with Public Health and county administrators at least biweekly to discuss new information and plans for schools during COVID-19. The Superintendent /Principal communicates this information with staff on a regular basis. All staff have completed the CAL OSHA online training for COVID-19.

Having clear discipline policies and procedures as well as effective supervision is essential. All visitors on campus are required to sign-in at the school office and proceed directly to their designated area.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	3		19	4		3	23		4	
1	23		3		24		3		20	3		
2	20	3	1		22		3		21	4		
3	25		3		20	2	2		24		3	
4	30		3	2	28		6	2	28		3	
5	29		4		25	1	6		27		3	
6	31		3		22	1	3		27		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,828.51	\$1,728.07	\$8,100.44	\$74,575
District	N/A	N/A	\$8,100.44	\$74,575
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	4.4	4.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

This figure reflects the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually. In addition to the general fund, Spring Grove received state and federal funding for the following categorical, special education and support programs:

RtI: Tier I and Tier II

Push-In Support ELA and Math and Special Education

Extended Day Intervention ELA and Math

Enrichment Programs such as Art and Technology

English Language Development (ELD)

Study Hall

Summer School

Evening Math Support

Special Education: Provides funding to meet the unique needs of individuals with disabilities.

Orton-Gillingham

After-School Tutoring

AVID

Support for online learning- chromebooks, hot spots, staff training

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,179	\$46,965
Mid-Range Teacher Salary	\$70,760	\$67,638
Highest Teacher Salary	\$92,073	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$133,000	\$128,853
Percent of Budget for Teacher Salaries	36.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Spring Grove School continues to keep professional development a high priority. Teachers and administrators are actively involved in professional growth activities. These activities keep educators abreast of changes in curriculum standards, instructional materials, assessment and instructional strategies. Staff members are provided with time and resources for collaboration and planning. Professional improvement opportunities for teachers include training for new teachers, in-services and general staff development.

Professional Learning Communities (PLC's) continue to be a point of emphasis at Spring Grove School. PLC's are the most significant strategy for long-term school improvement. PLC's help administrators and teachers develop clear goals for student achievement and the strategies to maximize student performance. The main focus of PLC's is teacher collaboration. Every Thursday, the students are dismissed at 1:00 p.m. (During COVID-19 and the AM/PM Hybrid- PLC meetings take place on Friday mornings.) The remainder of the day is devoted to teacher collaboration for curriculum improvement based on data, targeted remediation, academic development and reassessment. All grade level teams provided an agenda. Administration reviews, comments, and provides supports from the agendas and attends PLC meetings.

Other training for staff include:

Eureka Math Training for administrators and teachers

CAASPP/Smarter Balanced training for the assistant principal and teachers

Whole Brain Teaching

Academic vocabulary building with a core group of K-8th grade teachers

ELD curriculum training

Special Education training and updates on the law for the Administrative School Psychologist/Special Education Coordinator

Special Education training for resource teachers, classroom teachers, and Special Education Aides

Technology training for teachers

CTA - Good Teacher Conference

NGSS training for teachers

Integrating the Arts for teachers

Math standards and pacing for teachers (2 days)

PLC conference (3 days)

Read 180 training and coaching for Special Education Teachers

AVID for teachers and teachers and administrators

Orton-Gillingham (phonics and reading) teachers and paraprofessionals

Powerschool (SIS) Training

Multi-Tiers System of Support (MTSS)

i-Ready Reading and Math training for all teachers

Distance Learning Training

Google Sites and Google Classroom training

Digital tools training for online learning provided by the San Benito High School District and the San Benito County Office of Education.

Google training and support offered by NCJUSD Technology team and the Technology/Library Specialist

Benchmark Advanced training for ELA

Spring Grove School encourages all teachers in continuing their education and professional growth. Current listings of educational workshops and classes are posted in the staff room.