

**ORCUTT UNION SCHOOL DISTRICT**

Regular Meeting of the Board of Trustees

Wednesday, December 15, 2021

District Office Board Room

500 Dyer St., Orcutt, CA 93455

**Open Session at 6:00 p.m. (for purposes of opening meeting only)**

**Closed Session at 6:05 p.m.**

**Reconvene in Open Session at 6:30 p.m.**

**Note: By order of the Santa Barbara County Public Health Department and the California Department of Public Health, K-12 Guidance, attendees are required to wear a proper face covering to minimize the spread of COVID-19. This public health mandate carries the force of law and OUSD is not authorized to amend or circumvent it.**

**I. OPEN SESSION 6:00 PM**

- A. Call Meeting to Order
- B. Pledge of Allegiance
- C. Adoption of December 15, 2021 Agenda

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

D. Annual Organization of the Board

1. **Election of the Board President**

The Board shall elect a President of the Board of Trustees

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. **Election of Board Clerk**

The Board shall elect a Clerk of the Board of Trustees

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. **Designation of Superintendent as Secretary to the Board**

The Board shall elect a Secretary of the Board of Trustees

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. **Setting of Date, Time and Place for all Regular Board Meetings in 2022**

The Board shall set the date, time, and place for all regular meetings in 2022

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

5. **Selection of a Representative to the County Committee on School District Organization**

The Board shall elect a Representative to the County Committee on School District Organization of the Board of Trustees.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- E. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-F below.

**II. PUBLIC COMMENT REGARDING CLOSED SESSION ITEMS**

General public comment on any closed session item will be heard. Speakers are allowed a maximum of three (3) minutes to address the Board on any items within the Board’s jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting. The Board may limit comments to no more than 30 minutes pursuant to Board Policy.

**III. ADJOURN TO CLOSED SESSION**

- A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1).
- B. Conference with Legal Counsel Regarding Anticipated Litigation.
  - 1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3): 0 cases.
- C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.
- D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees
- E. Public Employee Discipline/Dismissal/Release/Complaint.
- F. Student Discipline or Other Confidential Student Matters.
- G. Liability Claims.
  - 1. Claimant: California School Employees Association, Agency claimed against: Orcutt Union School District

**IV. RECOVENE TO PUBLIC SESSION 6:30 PM**

- A. Report of Action Taken in Closed Session  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**V. COMMUNICATIONS/DISCUSSION/INFORMATION**

- A. Reports and Presentation
  - 1. OAHS/Junior High School Choir Performance
  - 2. Pine Grove Elementary School Update
  - 3. OAHS ASB Update
  - 4. Early College Cadre at Orcutt Academy High School
  - 5. Superintendent’s Report
- B. Items from the Board
- C. Written Communication: review and discuss communication from individuals and/or organizations regarding the District’s programs and services.

**VI. PUBLIC COMMENT PERIOD**

The Board of Trustees welcomes comments about items appearing or not appearing on tonight’s agenda. The audience members wishing to address the Board during the

Public Comment segment of the agenda are reminded to fill out a *Public Comment Form*, which can be obtained from Julie Payne and submitted prior to the time the presiding officer calls for Public Comment. Requests to speak can also be emailed to Julie Payne at [jpayne@orcutt-schools.net](mailto:jpayne@orcutt-schools.net) and state that you want to make a public comment and indicate what agenda item you would like to speak about. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any item within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comment to brief statements, referral to staff, or referral to a future board meeting.

## **VII. CONSENT AGENDA**

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless requested because the Board receives Board agenda backup information ahead of scheduled meetings. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Calendar approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

- A. Classified Personnel Action Report
- B. Hiring of Additional Charter School Coaches for the 2021-2022 School Year
- C. Certificated Personnel Action Report
- D. Regular Board Meeting Minutes, November 10, 2021
- E. Special Board Meeting Minutes, December 6, 2021
- F. OAHs Dance Team Overnight Trip in February 2022
- G. Board Policy 3516.5 Emergency Schedules, for the second reading
- H. Board Policy 6120 Response to Instruction and Intervention, for the second reading
- I. Board Policy 6146.1 High School Graduation Requirements, for the second reading
- J. Board Policy 6164.4 Identification of Individuals for Special Education, for the second reading
- K. Board Policy 6164.41 Children with Disabilities Enrolled by their Parents in Private school for the second reading
- L. Board Policy 6164.5 Student Success Teams, for the second reading
- M. Board Policy 4131 Staff Development, for the second reading
- N. OAK-8 and Olga Reed Overnight Science Camp Trip in February 2022
- O. Interim Salary Increase for Director of Fiscal Services
- P. Interim Salary Increase for Director of Maintenance and Operations
- Q. Notice of Completion: Patterson Road & Pine Grove Elementary School Campus Painting Project
- R. Approval of Warrants

It is recommended that the Board of Trustees approve the Consent Agenda Items A-R, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**VIII. ITEMS SCHEDULED FOR ACTION**

**A. GENERAL**

**Information Only:**

1. Presentation regarding the California Voting Rights Act maps under consideration Presented by Daniel McElhinney from Lozano Smith.

2. **Public Hearing:**

California Voting Rights Act: Second Public Hearing regarding Proposed Composition of By-Trustee Area Maps.

3. Los Alamos Valley Men’s Club

It is recommended that the Board of Trustees accept a \$1,000 donation to the Olga Reed School to cover the expense of the school garden supplies and equipment from the Los Alamos Men’s Club, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**B. BUSINESS SERVICES**

**Information Only:**

Presentation of the First Interim Report

1. 2021-2022 First Interim Report

It is recommend that the Board of Trustees approve the 2021-2022 First Interim Report with a positive certification for 2021-2022, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Resolution No. 6, 2021-2022 Commit and Uncommit the General Fund Balance

It is recommend that the Board of Trustees approve the Resolution No. 6, Commit and Uncommit the General Fund Balance, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Resolution No. 7, 2020-2021 Delegation of Authority to District Staff

It is recommended that the Board of Trustees approve Resolution No. 7, the Delegation of Authority, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Accounting of Developer Fees for the 2020-21 Fiscal Year (Annual Report) and Five-Year Developer Fee Report  
It is recommend that the Board of Trustees approve the attached Annual and Five-Year Developer Fee Report, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
5. Approval of the Sale or Disposal of Books, Equipment, and Supplies  
It is recommended that the Board of Trustees approve the sale /disposal of books, equipment, and supplies, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
6. Joint Use Agreement between Orcutt Union School District and The Boys and Girls Club of Mid Central Coast  
It is recommend that the Board of Trustees approve the revised Joint Use Agreement between Orcutt Union School District and The Boys and Girls Club of Mid Central Coast, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. EDUCATIONAL SERVICES**

1. School Plan for Student Achievement for Alice Shaw, Joe Nightingale, Patterson Rd., Pine Grove, Ralph Dunlap, Lakeview JHS, Orcutt, JHS, Olga Reed, Orcutt Academy, and Orcutt School for Independent Study  
It is recommend that the Board of Trustees approve the School Plans for Student Achievement, as submitted  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
2. Approval of the Educator Effectiveness Expenditure Plans for Orcutt Union School District and Orcutt Academy Charter  
It is recommended that the Board of Trustees approve the Educator Effectiveness Expenditure Plans for Orcutt Union School District and Orcutt Academy Charter, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**IX. GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for Wednesday, January 12, 2022 beginning with Closed Session at 6:05 p.m., Open Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455

**X. ADJOURN TO CLOSED SESSION (If Needed)**

- A. Closed Session items described in Item III. above.

**XI. RECONVENE TO OPEN SESSION (If Needed)**

- A. Report of Action Taken in Closed Session

**XII. ADJOURN**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting. All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA



## Orcutt Union School District

### Classified Personnel Action Report

December 15, 2021

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Atanasova, Dayana	District Office	Bilingual Receptionist/Substitute Coordinator	19/3	8.0	\$3,561.00 per mo.	11/29/2021	Promotion
Barajas, Julissa	Lakeview	Child Nutrition Worker	7/5	2.5	\$16.77 per hr.	12/06/2021 – 12/17/2021	Request unpaid leave of absence, 10 days
Cavazos, Juanita	Nightingale	Noon Duty Supervisor	6/1	1.83	\$14.00 per hr.	11/18/2021	New hire
Cortez, Mary	Nightingale	Noon Duty Supervisor	6/1	2.0	\$14.00 per hr.	11/18/2021	New hire
De Alba, Silvia	Olga Reed	ASES Homework Coach	8/6	3.0	\$18.06 per hr.	11/05/2021	Resignation
Estrada, Amanda	Patterson	Child Nutrition Cashier	7/2	2.25	\$14.49 per hr.	10/25/2021	Promotion
Hunt, Isabel	Lakeview JH & Nightingale	Noon Duty Supervisor	6/6	.83 & 1.0	\$17.18 per hr.	11/02/2021	New hire
McConnell, Champion	Patterson	Instructional Assistant, 1	12/3	3.5	\$17.21 per hr.	11/18/2021	New hire
McGeary, Rebecca	Transportation	Bus Driver	18/6	5.682	\$23.11 per hr.	06/08/2022	Request Early Retirement Incentive Program
Markee, Bethany	Child Nutrition	Director of Child Nutrition	3/VI	8	\$107,402 annually	01/03/2022	Reinstate
Molina, Lisa	Patterson	Instructional Assistant	8/6	3.75	\$18.06 per hr.	10/25/2021	Promotion
Pacheco, Luz	Operations	Utility Worker, Substitute	18		\$16.36 per hr.	11/19/2021	Substitute
Robertson, Shelley	Dunlap	Instructional Assistant, 1	12/6	3.5	\$19.93 per hr.	01/21/2022	Retirement
Ruiz, Crystal	Transportation	Driver	15/5	6.0	\$20.44 per hr.	11/08/2021	Increase in hours
Sanchez, Lupe	Nightingale	Child Care Assistant/Noon Duty Supervisor	7/6 6/6	3.5	\$150.00 per mo.	02/01/2022	Longevity – 15 years



## Orcutt Union School District

### Classified Personnel Action Report

December 15, 2021

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Silva, Janni	Nightingale	Noon Duty Supervisor, Substitute	6		\$14.00 per hr.	11/02/2021	New hire - Substitute
Simkins, Alexandra	Campus Connection	Office Assistant	15/4	6.0	\$19.52 per hr.	11/29/2021	New hire
Stowe, Haley	Olga Reed	Instructional Assistant	8/2	3.75	\$1,000 annually, prorated	10/01/2021	Educational stipend – Bachelor's
Uribe, Jordan	Orcutt JH	Child Nutrition Worker	7/1	3.0	\$14.00 per hr.	10/29/2021	New hire
Vader Kidd, Leanne	Nightingale	Instructional Assistant, PE	11/4	6.25 per wk.	\$17.64 per hr.	12/01/2021	Increase in hours
Emp. # 980						12/15/2021	Dismissal from employment



# ***ORCUTT UNION SCHOOL DISTRICT***

**TO:** Dr. Holly Edds  
District Superintendent

**FROM:** Susan Salucci  
Assistant Superintendent of Human Resources

**DATE:** December 15, 2021

**RE:** ***NOTIFICATION TO BOARD – HIRING OF ADDITIONAL ORCUTT  
UNION SCHOOL COACHES FOR 2021-22 SCHOOL YEAR***

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**Orcutt JH:**

Basketball, Boy's 7<sup>th</sup> gr.      Ali Azziz

**Lakeview JH:**      Basketball, Girl's 7<sup>th</sup> gr.      Dustin Bumgardner

\*Volunteer coaches are required to submit the same paperwork as paid positions and meet the State Certification requirements. They are no longer required to hold an ASCC certificate from the CTC but instead submit fingerprints to FBI and DOJ for background checks reportable to the Orcutt Union School District



# Orcutt Union School District

## Certificated Personnel Action Report

December 15, 2021

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Azziz, Ali	Orcutt JHS	Stipend	\$1,567	2021-22	7 <sup>th</sup> Grade Boys Basketball Coach
Bumgardner, Dustin	Lakeview JHS	Stipend	\$1,567	2021-22	7 <sup>th</sup> Grade Girls Basketball Coach
Employee #1984				6/30/22	Resignation
Freeland, Susan	Joe Nightingale	Stipend	\$211	2021-22	Battle of the Books Advisor
Mussell, Katelyn	Pine Grove	V-3	\$59,296	2021-22	Moved to Probationary Status
Ramirez, Nancy	Joe Nightingale	III-4	\$55,866	2021-22	Moved to Probationary Status
Ryken, Austria	Pine Grove	IV-3	\$56,615	2021-22	Completed Units for Movement

\*To be prorated

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING MINUTES  
November 10, 2021**

**CALL TO ORDER**

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, November 10, 2021, in the Olga Reed MUR, beginning with Melanie Waffle calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Shaun Henderson. Members Present: Waffle, Steller, Henderson, and Phillips. Administrators Present: Edds, Dana and Salucci.

**CLOSED SESSION PUBLIC COMMENTS**

No Closed Session Public Comments

**ADJOURN TO CLOSED SESSION**

It was moved by Liz Phillips seconded by Shaun Henderson and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Waffle, Steller, Henderson, and Phillips.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 6:33 p.m. Melanie Waffle reported that no action was taken during Closed Session.

**SUPERINTENDENT'S REPORT**

Jared Banks, OAK-8 Principal, Mrs. Willson, and 1<sup>st</sup> and 2<sup>nd</sup> grade OAK-8 students sang You're a Grand Old Flag and presented the Board of Trustees with handmade flag artwork. Hannah Zuckerbraun, president of OAHS ASB, updated the board on all the ASB activities happening at Orcutt Academy via Josh Ostini, Vice Principal of OAHS. Joe Dana presented the Educator Effectiveness Block Grant Plan, and Dr. Holly Edds gave a COVID-19 Update during the Superintendent's Report.

**ITEMS FROM THE BOARD**

Liz Phillips was thankful to host a Board Meeting in Los Alamos and to have students presenting. Shaun Henderson loved having the students present and for being able to host the Board Meeting in the new MUR facility. Mark Steller enjoyed the student's presentation and stated that it was his highlight of the month. Melanie appreciates the District's efforts in student COVID-19 testing and the updates made to the OAK-8 bus stop at Pine Grove.

**PUBLIC COMMENT**

Monique Segura, president of OEA, highlighted some successes and concerns. Roberto Flores, Ximena Flores, and Stephanie Martinez, expressed their concern with the current culture at OAHS. Julie Martinez wanted to speak about education and choices for students and family, but would not agree to wear a face covering. Melanie Waffle, Board President took a ten-minute break. Open Session was reconvened at 7:52 PM however, Julie Martinez would not comply with Santa Barbara County Public Health Department face covering mandate. Melanie Waffle asked for a motion to close the meeting temporarily to the public. Melanie Waffle reconvened to Open Session at 8:20 PM outside so those who did not want to wear a face covering could make their public comment. After the Board made multiple attempts to accommodate Mrs. Martinez for Public Comment, she declined to speak. At 8:25 PM, it was moved by Shaun Henderson seconded by Mark Steller and carried to close the meeting to the

public. Ayes: Waffle, Steller, Henderson, Phillips. One by one the Board brought those in still wishing to make Public Comment so that everyone could be heard. During this time both April Sargent and Jodi Radford both expressed their concerns regarding the COVID-19 vaccine mandate.

### **CONSENT AGENDA ITEMS**

- A. Certificated Personnel Action Report
- B. Classified Personnel Action Report
- C. Hiring of Additional Charter School Coaches for the 2021-2022 School Year
- D. Approval of Warrants
- E. Minutes, Regular Board Meeting Minutes, October 13, 2021
- F. Minutes, Special Curriculum Board Meeting Minutes, October 27, 2021
- G. Minutes, Special Closed Session Board Meeting, November 3, 2021
- H. BP 1313, Civility, for the Second Reading
- I. BP 4112.42, 4212.42, 4312.42, Drug and Alcohol Testing for School Bus Drivers, for the Second Reading
- J. BP 4158,4258,4358 Employee Security, for the Second Reading
- K. BP 5141.4, Child Abuse Prevention and Reporting, for the Second Reading
- L. BP 5141.52, Suicide Prevention, for the Second Reading
- M. BP 5145.9, Hate-Motivated Behavior, for the Second Reading
- N. BP 5145.12, Search and Seizure, for the Second Reading
- O. BP 5148, Child Care and Development, for the Second Reading
- P. BP 7211, Developer Fees, for the Second Reading
- Q. Orcutt Jr. High School Administration Building: RDZ Change Order #005
- R. Olga Reed Electrical Upgrade Project: Change Order #001
- S. Amended MOU Agreement with Guadalupe Union School District

It was moved by Mark Steller, seconded by Shaun Henderson and carried to approve consent agenda items A-S, as submitted. Ayes: Waffle, Steller, Henderson, and Phillips.

### **ACTION AGENDA ITEMS**

#### **Set Annual Organizational Meeting**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the Annual Organizational Meeting for December 15, 2021, as submitted. Ayes: Waffle, Steller, Henderson, and Phillips.

#### **Youth League Facility Agreements: Orcutt National Little League, Orcutt American Little League, and Orcutt Youth Softball**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the Youth League Facility Agreements, as submitted. Ayes: Waffle, Steller, Henderson, and Phillips.

#### **Board Policy 3516.5 Emergency Schedules**

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the revisions made to Board Policy 3516.5 for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

#### **Board Policy 6120 Response to Instruction and Intervention**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the revised Board Policy 6120 Response to Instruction and Intervention for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**Board Policy 6146.1 High School Graduation Requirements**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the revised Board Policy 6146.1 High School Graduation Requirements for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**Board Policy 6164.4 Identification of Individuals for Special Education**

It was moved by Liz Phillip, seconded by Mark Steller and carried to approve the revised Board Policy 6164.4 Identification of Individuals for Special Education for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**Board Policy 6164.41 Children with Disabilities Enrolled by their Parents in Private School**

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the revised Board Policy 6164.41 Children with Disabilities enrolled by their Parents in Private School for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**Board Policy 6164.5 Student Success Teams**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the revised Board Policy 6164.5 Student Success Teams for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**University of Massachusetts Global School Counseling Fieldwork Site/Practicum Agreement**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to approve the University of Massachusetts Global School Counseling Fieldwork Site/Practicum Agreement, as submitted. Ayes: Waffle, Steller, Henderson, and Phillips.

**Board Policy 4131 Staff Development**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the revised Board Policy 4131 Staff Development, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Phillips.

**Ratification of the Renewal of the Agreement with Certificated Management and Classified Management**

It was moved by Liz Phillips, seconded by Mark Steller and carried to ratify the change in the Management and Administrative Agreement, as submitted. Ayes: Waffle, Steller, Henderson, and Phillips.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, December 15, 2021, with Closed Session starting at 6:05 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455. There will be a Special Board Meeting on Monday, December 6, 2021, at 6:00 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**ADJOURN TO CLOSED SESSION**

It was moved by Liz Phillips, seconded by Mark Steller and carried to adjourn to Closed Session at 8:49 PM. Ayes: Waffle, Steller, Henderson, and Phillips.

**RECONVENE TO PUBLIC SESSION AND ADJOURN MEETING**

Melanie Waffle reported no action was taken in closed session. It was moved by Liz Phillips seconded by Shaun Henderson and carried to adjourn the meeting at 9:50 p.m. Ayes: Waffle, Steller, Henderson, and Phillips.

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Holly Edds, Ed.D., Board Secretary

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Shaun Henderson, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MINUTES  
DECEMBER 6, 2021**

**CALL TO ORDER**

A Special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Monday, December 6, 2021, in the District Office Board Room, beginning with Melanie Waffle calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Lisa Morinini. Members Present: Waffle, Steller, Henderson, Morinini, and Phillips. Administrators Present: Edds, Dana and Salucci.

**PUBLIC COMMENTS**

None

**PUBLIC HEARING- PROPOSED COMPOSITION OF BY-TRUSTEE AREA MAPS**

No comment from the Public. Board Members provided input on the proposed maps presented. They feel map 4 best represents their desire that Trustees represent multiple school boundaries and not individual school sites.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, January 12, 2022, with Closed Session starting at 6:05 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**ADJOURN TO CLOSED SESSION**

It was moved by Lisa Morinini seconded by Liz Phillips and carried to adjourn to Closed Session at 6:32 p.m. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

**RECONVENE TO PUBLIC SESSION AND ADJOURN MEETING**

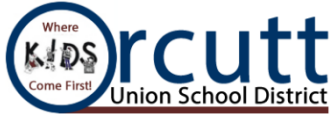
Melanie Waffle reported no action was taken in closed session. It was moved by Liz Phillips seconded by Mark Steller and carried to adjourn the meeting at 7:15 p.m. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

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Holly Edds, Ed.D., Board Secretary

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Shaun Henderson, Clerk, Board of Trustees



Orcutt Academy High School  
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: OAHS Dance Team Trip

BACKGROUND: On Friday, February 18-20, 2022, our Dance Team will be attending the Dupree Dance Competition in Burlingame, CA. Our team along with Coach Janet Reese will be staying 3 nights at the Hyatt Regency San Francisco located in Burlingame, CA. Transportation will be provided by a school vehicle and parent drivers. Funds for this trip will be provided by the Dance Team fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund



**EMERGENCY SCHEDULES**

In order to provide for the safety of students and staff, the **Governing** Board ~~of Trustees~~ authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

~~(cf. 0450—Comprehensive Safety Plan)  
(cf. 4157/4257/4357—Employee Safety)  
(cf. 5142—Safety)  
(cf. 6112—School Day)~~

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms/**or affidavits** for obtaining approval of **apportionment credit** for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

~~(cf. 3580—District Records)  
(cf. 6111—School Calendar)~~

**For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)**

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

~~(cf. 1112—Media Relations)  
(cf. 1113—District and School Web Sites)  
(cf. 3542—School Bus Drivers)  
(cf. 3543—Transportation Safety and Emergencies)~~

Whenever the school day schedule changes after students have arrived at school, the

**EMERGENCY SCHEDULES**

Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

*(cf. ~~3516—Emergencies and Disaster Preparedness Plan~~)*

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely ~~advanced~~ notice **in advance** of any resulting changes in the school calendar or school day schedule.

*State*

*Legal Reference:*

**EDUCATION CODE**

**Ed. Code:** 41420 ~~Required length of school term~~ **Apportionment withholding, schools not maintained for 175 days**

**Ed. Code:** 41422 Schools not maintained for 175 days

**Ed. Code:** 46010 Total days of attendance

**Ed. Code:** 46100-46192 Attendance; maximum credit; minimum day

**Ed. Code:** 46390 Calculation of ADA in emergency

**Ed. Code:** 46391 Lost or destroyed ADA records

**Ed. Code:** 46392 ~~Decreased attendance in emergency situation~~ Emergency conditions; ADA estimate

**VEHICLE CODE**

**Veh. Code:** 34501.6 School buses; reduced visibility

*Management Resources:*

~~CALIFORNIA DEPARTMENT OF EDUCATION~~ **CA DOE CORRESPONDENCE:** 90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005

**WEB SITES**

**Website:** California Department of Education: ~~http://www.ede.ca.gov~~

Policy Adopted: ~~6/8/11~~ **12/15/21**

**ORCUTT UNION SCHOOL DISTRICT**  
Orcutt, California

**RESPONSE TO INSTRUCTION AND INTERVENTION**

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI<sup>2</sup>) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

The district's RtI<sup>2</sup> system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

The district's RtI<sup>2</sup> system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Additionally, the districts RtI<sup>2</sup> system shall provide for:

1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support

**RESPONSE TO INSTRUCTION AND INTERVENTION**

7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans
9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing RtI<sup>2</sup> data

The RtI<sup>2</sup> system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

*State*

Ed. Code 1416: Monitoring, technical assistance, and enforcement  
Ed. Code 56329: Assessment, written notice to parent  
Ed. Code 56333-56338: Eligibility for specific learning disabilities  
Ed. Code 56500-56509: Procedural safeguards

*Federal*

20 USC 1400-1482: Individuals with Disabilities Education Act  
34 CFR 300.307: Specific learning disabilities  
34 CFR 300.309: Determining the existence of specific learning disabilities  
34 CFR 300.311: Specific documentation for eligibility determination

*Management Resources*

California Department of Education Correspondence Response to Instruction and Intervention, 2008  
Website: California Department of Education  
Website: CSBA  
Website: U.S. Department of Education

Policy Adopted: 12/15/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## HIGH SCHOOL GRADUATION REQUIREMENTS

The **Governing Board** ~~Board of Trustees~~ desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

~~(cf. 5127—Graduation Ceremonies and Activities)~~

~~(cf. 5147—Dropout Prevention)~~

~~(cf. 6011—Academic Standards)~~

~~(cf. 6143—Courses of Study)~~

~~(cf. 6146.3—Reciprocity of Academic Credit)~~

### Course Requirements

To obtain a high school diploma, students shall complete ~~at least~~ the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

~~(cf. 6142.91—Reading/Language Arts Instruction)~~

2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

~~At least three mathematics course, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)~~

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

~~(cf. 6142.93—Science Instruction)~~

4. Three courses in social studies, including United States history and geography; world history,

culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

~~(cf. 6142.3—Civic Education)~~

~~(cf. 6142.93—History Social Science Instruction)~~

5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

~~(cf. 6142.2—World/Foreign Language Instruction)~~

~~(cf. 6142.6—Visual and Performing Arts Education)~~

~~(cf. 6178—Career Technical Education)~~

~~(cf. 6178.2—Regional Occupational Center/Program)~~

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

~~(cf. 6142.7—Physical Education and Activity)~~

~~To obtain high school graduation, students must have documented 40 hours of community service, participation in at least one school-developed career technical education class and successfully participate in the senior exit interview. These requirements are over and above the course requirements.~~

~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction)~~

~~(cf. 6142.4—Service Learning/Community Service Classes)~~

~~(cf. 6142.8—Comprehensive Health Education)~~

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

~~(cf. 6146.11—Alternative Credits Toward Graduation)~~

~~(cf. 6146.2—Certificate of Proficiency/High School Equivalency).~~

~~(cf. 6146.4—Differential Graduation and Competency Standards for Students with Disabilities)~~

### Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board.

However, a foster youth, homeless student, former juvenile court school student, child of a military family, **or** migrant student who transfers into the district or between district schools any time after completing the second year of high school, or newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from

any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

~~(cf. 1312.3—Uniform Complaint Procedures)~~

~~(cf. 5145.6—Parental Notifications)~~

~~(cf. 6173—Education for Homeless Children)~~

~~(cf. 6173.1—Education for Foster Youth)~~

~~(cf. 6173.2—Education for Children of Military Families)~~

~~(cf. 6173.3—Education for Juvenile Court School Students)~~

~~(cf. 6175—Migrant Education Program)~~

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

#### Additional Opportunities to Complete Required Coursework

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

#### Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through the 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

### Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district  
(~~cf. 6145.6—International Exchange~~)
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation



awarded by the district. (Education Code 51225.5)

*State*

5 CCR 1600-1651: Graduation of students from grade 12 and credit toward graduation  
5 CCR 4600-4670: Uniform complaint procedures  
Ed. Code 47612: Enrollment in charter school  
Ed. Code 48200: Compulsory attendance  
Ed. Code 48204.4: Parents/guardians departing California against their will  
Ed. Code 48412: Certificate of proficiency  
Ed. Code 48430: Continuation education schools and classes  
Ed. Code 48645.5: Former juvenile court school students, enrollment  
Ed. Code 48980: Required notification at beginning of term  
Ed. Code 49701: Provisions of the interstate compact on educational opportunities for military children  
Ed. Code 51224: Skills and knowledge required for adult life  
Ed. Code 51224.5: Algebra in course of study for grades 7-12  
Ed. Code 51225.1: Exemption from district graduation requirements  
Ed. Code 51225.2: Former juvenile court school student defined; acceptance of coursework, credits, retaking of course  
Ed. Code 51225.3: High school graduation  
Ed. Code 51225.35: Mathematics course requirements; computer science  
Ed. Code 51225.36: Instruction in sexual harassment and violence; districts that require health education for graduation  
Ed. Code 51225.5: Honorary diplomas; foreign exchange students  
Ed. Code 51225.6: Instruction in cardiopulmonary resuscitation  
Ed. Code 51228: Graduation requirements  
Ed. Code 51230: Credit for community emergency response training  
Ed. Code 51240-51246: Exemptions from requirements  
Ed. Code 51250-51251: Assistance to military dependents  
Ed. Code 51410-51413: Diplomas  
Ed. Code 51420-51427: High school equivalency certificates  
Ed. Code 51430: Retroactive high school diplomas  
Ed. Code 51440: Retroactive high school diplomas  
Ed. Code 51450-51455: Golden State Seal Merit Diploma  
Ed. Code 51745: Independent study  
Ed. Code 56390-56392: Recognition for educational achievement, special education  
Ed. Code 66204: Certification of high school courses as meeting university admission criteria  
Ed. Code 67386: Student safety; affirmative consent standard

*Management Resources*

Court Decision: O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452  
Website: University of California, List of Approved a-g Courses  
Website: California Department of Education, High School  
Website: CSBA

**Legal Reference:**

**EDUCATION CODE**

**47612 Enrollment in charter school**

48200 Compulsory attendance  
48204.4 Parents/guardians departing California against their will  
48412 Certificate of proficiency  
48430 Continuation education schools and classes  
48645.5 Acceptance of coursework  
48980 Required notification at beginning of term  
49701 Interstate Compact on Educational Opportunity for Military Children  
51224 Skills and knowledge required for adult life  
51224.5 Algebra instruction  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
51225.35 Mathematics course requirements; computer science  
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation  
51225.5 Honorary diplomas; foreign exchange students  
51225.6 Compression-only cardiopulmonary resuscitation  
51228 Graduation requirements  
51230 Credit for community emergency response training  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51413 Diplomas  
51420-51427 High school equivalency certificates  
51430 Retroactive high school diplomas  
51440 Retroactive high school diplomas  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
56390-56392 Recognition for educational achievement, special education  
66204 Certification of high school courses as meeting university admissions criteria  
67386 Student safety; affirmative consent standard  
CODE OF REGULATIONS, TITLE 5  
1600-1651 Graduation of students from grade 12 and credit toward graduation  
4600-467087 Uniform complaint procedures  
COURT DECISIONS  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452  
Management Resources:  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education, California High School: <http://www.cde.ca.gov/ci/g/hs>  
Instruction  
HIGH SCHOOL GRADUATION REQUIREMENTS BP 6146.1 (e)  
University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy Adopted: ~~03/10/21~~ 12/15/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The ~~Board of Trustees~~ **Governing Board** recognizes the need to actively seek out and evaluate district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

~~(cf. 0430—Comprehensive Local Plan for Special Education)~~

~~(cf. 6164.41—Children with Disabilities Enrolled by their Parents in Private School)~~

~~(cf. 6164.6—Identification and Education under Section 504)~~

The Superintendent or designee shall ~~develop~~ **establish** a comprehensive **child find** system that includes procedures for the identification, screening, referral, **assessment** and ~~regular~~ and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include **systematic** methods for utilizing referrals from parents/guardians, teachers, **agencies**, appropriate professionals and **other members of the public**, ~~others~~ and shall be coordinated with school site procedures for referral of students **whose** ~~with needs that~~ cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for who need special education services. (Education Code 56301)

~~(cf. 1312.3—Uniform Complaint Procedures)~~

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

~~(cf. 4112.23—Special Education Staff)~~

~~(cf. 5144.2—Suspension and Expulsion/Due Process (Students with Disabilities))~~

~~(cf. 5145.6—Parental Notifications)~~

~~(cf. 6159—Individualized Education Program)~~

~~(cf. 6159.1—Procedural Safeguards and Complaints for Special Education)~~

~~(cf. 6159.2—Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

~~(cf. 6159.3—Appointment of Surrogate Parent for Special Education Students)~~

~~(cf. 6162.51—Standardized Testing and Reporting Program)~~

~~(cf. 6162.52—High School Exit Examination)~~

*State*

5CCR 3021-3029: Identification, referral and assessment  
5CCR 3030-3031: Eligibility criteria  
Ed. Code 44265.5: Professional preparation for teachers of impaired students  
Ed. Code 56000-56885: Special education programs  
Ed. Code 56195.8: Adoption of policies  
Ed. Code 56300-56304: Identification of individuals with disabilities  
Ed. Code 56320-56331: Assessment  
Ed. Code 56333-56338: Eligibility for specific learning disabilities  
Ed. Code 56340-56347: Individualized education program teams  
Ed. Code 56381: Reassessment of students  
Ed. Code 56425-56432: Early education for individuals with disabilities  
Ed. Code 56441.11: Eligibility criteria, children ages 3-5  
Ed. Code 56445: Transition to grade school; reassessment  
Ed. Code 56500-56509: Procedural safeguards  
Gov. Code 95000-95029.5: California Early Intervention Services Act

*Federal*

20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974  
20 USC 1412: State eligibility  
20 USC 1415: Procedural safeguards  
34 CFR 104.35: Evaluation and placement  
34 CFR 104.36: Procedural safeguards  
34 CFR 300.1-300.818: Individuals with Disabilities Education Act  
34 CFR 300.301-300.306: Evaluations and reevaluations

*Management Resources*

Court Decision: Hood v. Encinitas Union School District, (2007) 486 F.3d 1099  
Federal Register: Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845  
Website: California Department of Education, Special Education  
Website: U.S. Department of Education, Office of Special Education Programs

**Legal Reference:**

**EDUCATION CODE**

~~44265.5 Professional preparation for teachers of impaired students~~  
~~56000-56885 Special education programs, especially:~~  
~~56026 Individuals with disabilities~~  
~~56170-56177 Children in private schools~~  
~~56195.8 Adoption of policies~~  
~~56300-56304 Identification of individuals with disabilities~~  
~~56320-56330 Assessment~~  
~~56333-56338 Eligibility criteria for specific learning disabilities~~  
~~56340-56347 Instructional planning and individualized education program~~  
~~56381 Reassessment of students~~  
~~56425-56435 Early education for individuals with disabilities~~  
~~56441.11 Eligibility criteria, children 3 to 5 years' old~~  
~~56445 Transition to grade school; reassessment~~  
~~56500-56508 Procedural safeguards~~

**GOVERNMENT CODE**

~~95000-95029 California Early Intervention Services Act~~

**CODE OF REGULATIONS, TITLE 5**

~~3021-3029 Identification, referral and assessment~~

~~3030-3031 Eligibility criteria~~

**UNITED STATES CODE, TITLE 20**

~~1232g Family Educational Rights and Privacy Act of 1974~~

~~1412 State eligibility~~

~~1415 Procedural safeguards~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~104.35 Evaluation and placement~~

~~104.36 Procedural safeguards~~

~~300.301-300.306 Evaluations and reevaluations~~

~~COURT DECISIONS~~

~~Hood v. Encinitas Union School District (2007) 486 F.3d 1099~~

~~Management Resources:~~

~~FEDERAL REGISTER~~

~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845~~

~~WEB SITES~~

~~California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>~~

~~U.S. Department of Education, Office of Special Education Programs:~~

~~<http://www.ed.gov/offices/OSERS/OSEP>~~

Policy Adopted: ~~04/13/11~~ 12/15/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**Children with Disabilities Enrolled by Their Parents in Private School**

The Governing Board recognizes its obligations under state and federal to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

*State*

Ed. Code 56000: Special education; legislative findings and declarations

Ed. Code 56020-56035: Definitions

Ed. Code 56170-56177: Children enrolled in private schools

Ed. Code 56195.8: Adoption of policies

Ed. Code 56300-56385: Identification and referral, assessment

Ed. Code 56500-56509: Procedural safeguards

Ed. Code 56600-56606: Evaluation, audits and information

*Federal*

20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974

20 USC 1400-1482: Individuals with Disabilities Education Act

29 USC 794: Rehabilitation Act of 1973, Section 504

34 CFR 300.1-300.818: Assistance to states for the education of students with disabilities

34 CFR 300.130-300.140: Children with disabilities enrolled by their parents in private schools

*Management Resources*

Court Decision: Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Federal Register: Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

U.S. Department of Education Publication: Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, March 2006

Website: California Department of Education, Special Education

Website: U.S. Department of Education, Office of Special Education Programs

Policy Adopted: 11/10/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**STUDENT SUCCESS TEAMS**

The ~~Governing Board~~ ~~Board of Trustees~~ encourages the collaboration of parents/guardians, teachers, ~~certificated and classified staff, resource personnel,~~ administrators and/or the student, ~~as appropriate,~~ in evaluating the strengths and needs of students having academic, attendance, ~~social, emotional,~~ or behavioral difficulties and in identifying strategies and programs that may assist ~~such the students~~ ~~in maximizing their potential~~. The Superintendent or designee shall establish student success teams (SSTs) as needed to address individual students' needs.

~~(cf. 0420.3 – School Based Student Motivation and Maintenance Program)~~

~~(cf. 5113.1 – Truancy)~~

~~(cf. 5147 – Dropout Prevention)~~

~~(cf. 5149 – At Risk Students)~~

The Superintendent or designee shall establish ~~and maintain~~ a process for initiating ~~the~~ referrals of students to ~~SSTs, which may include referrals by district staff, parents/guardians, and/or agency representatives.~~ The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST can be convened for an individual student. ~~the student success team.~~

~~Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.~~

~~Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.~~

~~The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.~~

~~The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.~~

~~The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support,~~



## STUDENT SUCCESS TEAMS

appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

~~Each student success team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.~~

- ~~(cf. 1020—Youth Services)~~
- ~~(cf. 5123—Promotion/Acceleration/Retention)~~
- ~~(cf. 5141.3—Health Examinations)~~
- ~~(cf. 5141.6—Student Health and Social Services)~~
- ~~(cf. 5144—Discipline)~~
- ~~(cf. 5146—Married/Pregnant/Parenting Students)~~
- ~~(cf. 6020—Parent Involvement)~~
- ~~(cf. 6158—Independent Study)~~
- ~~(cf. 6159—Individualized Education Program)~~
- ~~(cf. 6159.4—Behavioral Interventions for Special Education Students)~~
- ~~(cf. 6164.2—Guidance/Counseling Services)~~
- ~~(cf. 6171—Title I Programs)~~
- ~~(cf. 6172—Gifted and Talented Student Program)~~
- ~~(cf. 6174—Education for English Language Learners)~~
- ~~(cf. 6175—Migrant Education Program)~~
- ~~(cf. 6176—Weekend/Saturday Classes)~~
- ~~(cf. 6177—Summer School)~~
- ~~(cf. 6178—Vocational Education)~~
- ~~(cf. 6178.1—Work Experience Education)~~
- ~~(cf. 6179—Supplemental Instruction)~~
- ~~(cf. 6181—Alternative Schools)~~
- ~~(cf. 6182—Opportunity School/Class/Program)~~
- ~~(cf. 6183—Home and Hospital Instruction)~~
- ~~(cf. 6184—Continuation Education)~~
- ~~(cf. 6185—Community Day School)~~

**STUDENT SUCCESS TEAMS**

~~The student success team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.~~

*State*

Ed. Code 48260-48273: Truants

Ed. Code 48400-48454: Compulsory continuation education

Ed. Code 49600-49604: Educational counseling

Ed. Code 51745-51749.3: Independent study

Ed. Code 54400-54425: Programs for disadvantaged children

Ed. Code 54440-54445: Migrant children

Ed. Code 8800-8807: Healthy Start support services for children

W&I Code 18986.40-18986.46: Interagency children's services

W&I Code 4343-4352.5: Primary interventions program, mental health

*Management Resources*

California Department of Education Publication: SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

California Department of Education Publication: Student Success Teams: Supporting Teachers in General Education, 1997

California Dropout Prevention Network Publication SST: Student Success Teams, 2000

Website: California Dropout Prevention Network

Website: National Dropout Prevention Center

Website: California Department of Education

**Legal Reference:**

**EDUCATION CODE**

~~8800-8807 Healthy Start support services for children~~

~~48260-48273 Truancy~~

~~48400-48454 Continuation education~~

~~48630-48644.5 Opportunity schools~~

~~49600-49604 Educational counseling~~

~~51745-51749.3 Independent study programs~~

~~52200-52212 Gifted and talented student programs~~

~~54400-54425 Programs for disadvantaged children~~

~~54440-54445 Migrant children~~

~~54660-54669 Dropout prevention programs~~

~~54720-54734 School Based Pupil Motivation and Maintenance Program and Dropout Recovery Act~~

**WELFARE AND INSTITUTIONS CODE**

~~4343-4352.5 Primary interventions program, mental health~~

**STUDENT SUCCESS TEAMS**

~~18986.40-18986.46 Interagency children's services~~

~~Management Resources:~~

~~CDE PUBLICATIONS~~

~~SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000~~

~~Student Success Teams: Supporting Teachers in General Education, 1997~~

~~CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS~~

~~SST: Student Success Teams, 2000~~

~~WEB SITES~~

~~California Department of Education: <http://www.cde.ca.gov/spbranch/ssp>~~

~~California Dropout Prevention Network: <http://www.edualliance.org/edpn>~~

~~National Dropout Prevention Center: <http://www.dropoutprevention.org>~~

Policy Adopted: ~~12/13/06~~ 12/15/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## Personnel

### STAFF DEVELOPMENT

The **Governing** Board of ~~Trustees~~ believes that, in order to maximize student learning and achievement, **and well-being**, certificated staff members must be continuously learning and improving relevant ~~their~~ skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers ~~and certificated teaching assistants~~ to enhance their instructional and classroom management skills, ~~and~~ become informed about changes in pedagogy and subject matter, **and strengthen practices related to social-emotional development and learning.**

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

~~(cf. 6111—School Calendar)~~

The district's staff development program **shall assist certificated staf in developing knowledge and skills**, ~~may~~ including, but is not limited to:

1. ~~Mastery of subject-matter discipline-based knowledge, including~~ **current state and district academic content in the core curriculum and academic standards**

~~(cf. 6011—Academic Standards)~~

~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction)~~

~~(cf. 6142.3—Civic Education)~~

~~(cf. 6142.5—Environmental Education)~~

~~(cf. 6142.6—Visual and Performing Arts Education)~~

~~(cf. 6142.7—Physical Education)~~

~~(cf. 6142.8—Comprehensive Health Education)~~

~~(cf. 6142.91—Reading/Language Arts Instruction)~~

~~(cf. 6142.92—Mathematics Instruction)~~

~~(cf. 6142.93—Science Instruction)~~

2. **Use of** effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

~~(cf. 0440—District Technology Plan)~~

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students **with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55** ~~of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, gifted and talented students, and at-risk students~~

## Personnel

~~(cf. 4112.22—Staff Teaching Students of Limited English Proficiency)~~  
~~(cf. 4112.23—Special Education Staff)~~  
~~(cf. 5149—At Risk Students)~~  
~~(cf. 6141.5—Advanced Placement)~~  
~~(cf. 6171—Title I Programs)~~  
~~(cf. 6172—Gifted and Talented Student Program)~~  
~~(cf. 6173—Education for Homeless Children)~~  
~~(cf. 6173.1—Education for Foster Youth)~~  
~~(cf. 6174—Education for English Language Learners)~~  
~~(cf. 6175—Migrant Education Program)~~

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

~~(cf. 6030—Integrated Academic and Vocational Instruction)~~

6. Knowledge of strategies that **encourage enable** parents/guardians to participate fully and effectively in their children's education

~~(cf. 1240—Volunteer Assistance)~~  
~~(cf. 5020—Parent Rights and Responsibilities)~~  
~~(cf. 6020—Parent Involvement)~~

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, **and civility**, ~~and discipline~~, including conflict resolution, ~~intolerance~~, and hatred prevention, and positive behavioral interventions and supports

~~(cf. 5137—Positive School Climate)~~  
~~(cf. 5138—Conflict Resolution/Peer Mediation)~~  
~~(cf. 5145.9—Hate Motivated Behavior)~~

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~  
~~(cf. 6162.5—Student Assessment)~~

10. **Knowledge of** topics related to student **mental and physical** health, safety, and welfare, which may include **social-emotional learning and trauma-informed practices**

~~(cf. 0450—Comprehensive Safety Plan)~~  
~~(cf. 3515.5—Sex Offender Notification)~~  
~~(cf. 5030—Student Wellness)~~  
~~(cf. 5131.6—Alcohol and Other Drugs)~~  
~~(cf. 5131.63—Steroids)~~  
~~(cf. 5141.21—Administering Medication and Monitoring Health Conditions)~~

## Personnel

~~(cf. 5141.4—Child Abuse Prevention and Reporting)~~

~~(cf. 5141.52—Suicide Prevention)~~

~~(cf. 5145.3—Nondiscrimination/Harassment)~~

~~(cf. 5145.7—Sexual Harassment)~~

### 11. **Knowledge of** topics related to employee health, safety, and security

~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~

~~(cf. 4119.43/4219.43/4319.43—Universal Precautions)~~

~~(cf. 4157/4257/4357—Employee Safety)~~

~~(cf. 4158/4258/4358—Employee Security)~~

~~As necessary, teachers shall receive professional development, as defined in 20 USC 7801, which is designed to help them meet the requirements of federal law for teachers of core academic subjects. (20 USC 6319)~~

~~(cf. 4112.2—Certification)~~

~~(cf. 4112.24—Teacher Qualifications Under the No Child Left Behind Act)~~

The Superintendent or designee may, in conjunction with ~~individual~~ teachers, **interns, and administrators, as appropriate**, develop an individualized program of professional growth ~~which contributes to~~ **increase** competence, performance, ~~and~~ **or** effectiveness in teaching and classroom **management, assignments, and as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.**

~~(cf. 4112.21—Interns)~~

~~(cf. 4131.1—Beginning Teacher Support/Induction)~~

~~(cf. 4138—Mentor Teachers)~~

**Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)**

The district's staff evaluation process may be used to recommend additional **individualized** staff development for individual employees.

~~(cf. 4115—Evaluation/Supervision)~~

~~(cf. 4139—Peer Assistance and Review)~~

~~The Superintendent or designee shall involve teachers, site and district administrators, and~~

## Personnel

~~others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, and school plans.~~

~~(cf. 0000—Vision)  
(cf. 0200—Goals for the School District)  
(cf. 0420—School Plans/Site Councils)  
(cf. 0420.1—School Based Program Coordination)  
(cf. 0520.1—High Priority Schools Grant Program)  
(cf. 0520.2—Title I Program Improvement Schools)  
(cf. 0520.3—Title I Program Improvement Districts)  
(cf. 0520.4—Quality Education Investment Schools)~~

~~The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.~~

~~(cf. 3350—Travel Expenses)~~

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary in order to ensure that the staff development program supports the district's priorities for student achievement **and well-being.**

~~(cf. 0500—Accountability)  
(cf. 9000—Role of the Board)~~

### *State*

5 CCR 13025-13044: Professional development and program improvement  
5 CCR 80021: Short-term staff permit  
5 CCR 80021.1: Provisional internship permit  
5 CCR 80023-80026.6: Emergency permits  
Ed. Code 44032: Travel expense payment  
Ed. Code 44259.5: Standards for teacher preparation  
Ed. Code 44277: Professional growth programs for individual teachers  
Ed. Code 44300: Emergency permits  
Ed. Code 44325-44328: District interns  
Ed. Code 44450-44468: University intern program  
Ed. Code 44570-44578: Inservice training, secondary education  
Ed. Code 44830.3: Employing district interns  
Ed. Code 45028: Salary schedule and exceptions  
Ed. Code 48980: Parental notifications  
Ed. Code 52060-52077: Local control and accountability plan  
Ed. Code 56240-56245: Staff development; service to persons with disabilities  
Ed. Code 99200-99206: Subject matter projects  
Gov. Code 3543.2: Scope of representation

### *Federal*

20 USC 6601-6702: Preparing, Training and Recruiting High Quality Teachers and Principals

### *Management Resources*

Commission on Teacher Credentialing Publication: California Standards for the Teaching Profession, 2009  
CSBA Publication: Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

Public Employment Relations Board Decision: United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085  
Website: California Department of Education, Professional Learning  
Website: California Subject Matter Projects  
Website: Commission on Teacher Credentialing  
Website: CSBA

*Legal Reference:*

EDUCATION CODE

~~41520-41522 Teacher Credentialing Block Grant, including beginning teacher support~~  
~~41530-41532 Professional Development Block Grant~~  
~~44032 Travel expense payment~~  
~~44259.5 Standards for teacher preparation~~  
~~44277 Professional growth programs for individual teachers~~  
~~44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)~~  
~~44560-44562 Certificated Staff Mentoring Program~~  
~~44570-44578 Inservice training, secondary education~~  
~~44580-44591 Inservice training, elementary teachers~~  
~~44630-44643 Professional Development and Program Improvement Act of 1968~~  
~~44700-44705 Classroom teacher instructional improvement program~~  
~~44735 Teaching as a Priority; teacher recruitment and retention in high-priority schools~~  
~~44755-44757.5 Inservice training in reading instruction, grades K-3~~  
~~48980 Notification of parents/guardians: schedule of minimum days~~  
~~52800-52870 School Based Program Coordination Act~~  
~~56240-56245 Staff development; service to persons with disabilities~~  
~~99200-99206 Subject matter projects~~  
~~99220-99227 California Professional Development Institutes~~  
~~99230-99242 Mathematics and Reading Professional Development Program~~  
~~REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS~~

~~44579-44579.6 Instructional Time and Staff Development Reform Program~~

GOVERNMENT CODE

~~3543.2 Scope of representation of employee organization~~

CODE OF REGULATIONS, TITLE 5

~~6100-6125 Teacher qualifications, No Child Left Behind Act~~  
~~11980-11986 Mathematics and Reading Professional Development Program~~  
~~13025-13044 Professional development and program improvement~~

UNITED STATES CODE, TITLE 20

~~6319 Highly qualified teachers~~  
~~6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals~~  
~~7801 Definitions, highly qualified teacher~~

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

~~United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085~~

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~NCLB Teacher Requirements Resource Guide, March 2004~~

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

~~California Standards for the Teaching Profession, 1997~~

WEB SITES

~~Beginning Teacher Support and Assessment: <http://www.btsa.ca.gov>~~

~~California Commission on Teacher Credentialing: <http://www.etc.ca.gov>~~

~~California Department of Education, Professional Development: <http://www.cde.ca.gov/pd>~~

~~California Subject Matter Projects: <http://esmp.ucop.edu>~~

Policy Adopted: ~~10/15/08~~ 12/15/21

ORUCTT UNION SCHOOL DISTRICT  
Orcutt, California





**Olga Reed School  
Orcutt Academy K-8**  
480 Centennial Street  
Los Alamos, CA 93440



December 2, 2021

Melanie Waffle  
President, Orcutt Union School Board  
500 Dyer St.  
Orcutt, CA 93455

Dear Mrs. Waffle and School Board Members,

Olga Reed School and Orcutt Academy K-8 have a wonderful opportunity to attend science camp together at the Catalina Island Marine Institute at Fox Landing, February 23-25, 2022. This is going to be an awesome experience as our two schools come together and build trust and friendships with one another while participating in amazing activities grounded in science and hands on learning.

Science camp extends over a three-day period and is an overnight activity. We would like the Board's approval for our participating students, staff and parent volunteers to attend this overnight learning adventure.

Thank you for your continuous support of our students and schools.

Kindest Regards,

A handwritten signature in blue ink, appearing to read "Jared Banks". The signature is stylized and fluid.

Jared Banks  
Principal



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

**BOARD OF TRUSTEES**

SHAUN HENDERSON  
LISA MORININI  
LIZ PHILLIPS  
MARK STELLER  
MELANIE WAFFLE

HOLLY EDDS, Ed.D.  
*District Superintendent*  
JOE DANA  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D, Superintendent  
Susan Salucci, Assistant Superintendent of Human Resources

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: Interim Salary Increase for Director of Fiscal Services Pending Assessment of Departmental Needs to Compensate for Additional Job Duties.

BACKGROUND: District Administration is conducting an assessment of the structure of the Business Services Department and evaluating the District’s needs. During the evaluation period, the District assigned significant additional duties to the Director of Fiscal Services. This increase is temporary and will be reevaluated upon completion of the departmental review. Effective November 1, 2021, the adjusted salary for the Director of Fiscal Services shall be \$130,367.40. The District shall adjust all required payroll costs accordingly.

RECOMMENDATION: Staff recommends the Board of Trustees approve the interim salary increase for the Director of Fiscal Services, as submitted.

FISCAL IMPACT: \$9095.40

FUNDING: General Fund



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

**BOARD OF TRUSTEES**

SHAUN HENDERSON  
LISA MORININI  
LIZ PHILLIPS  
MARK STELLER  
MELANIE WAFFLE

HOLLY EDDS, Ed.D.  
*District Superintendent*  
JOE DANA  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D, Superintendent  
Susan Salucci, Assistant Superintendent of Human Resources

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: Interim Salary Increase for Director of Maintenance and Operations Pending Assessment of Departmental Needs to Compensate for Additional Job Duties.

BACKGROUND: District Administration is conducting an assessment of the structure of the Business Services Department and evaluating the District’s needs. During the evaluation period, the District assigned significant additional duties to the Director of Maintenance and Operations. This increase is temporary and will be reevaluated upon completion of the departmental review. Effective November 1, 2021, the adjusted salary for the Director of Maintenance and Operations shall be \$127,331.60. The District shall adjust all required payroll costs accordingly.

RECOMMENDATION: Staff recommends the Board of Trustees approve the interim salary increase for the Director of Maintenance and Operations, as submitted.

FISCAL IMPACT: \$8883.60

FUNDING: General Fund



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D

**FROM:** Sandra Knight,  
Director Fiscal Services

**BOARD MEETING DATE:** December 15, 2021

**BOARD AGENDA ITEM:** Patterson Road and Pine Grove Elementary School Campus Painting Project  
Notice of Completion

**BACKGROUND:** On June 9, 2021 the Board of Trustees awarded the bid for the Patterson Road & Pine Grove Elementary School Campus Painting project to Economos Painting. The objective of this project was to rejuvenate both campuses by providing new paint to all exterior building walls, doors, walkway overhangs and railings.  
The work commenced on July 6<sup>th</sup>, 2021 and was completed and was signed off by TELACU Construction Management and the OUSD Management Team, on Friday, December 10, 2021

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve Patterson Road and Pine Grove Elementary School Campus Painting Project as complete.

**FUNDING:** N/A

Recording requested by  
And when recorded mail to:

Orcutt Union School District  
Dr. Holly Edds  
500 Dyer St.  
Orcutt, CA 93455

SPOCEABOVm:s LINE FOR RECORDER'S USE

---

## NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work at Patterson Road Elementary School & Pine Grove Elementary School on the said property described below was completed on December 10<sup>th</sup>, 2021. The work done was: Exterior painting of all campus buildings at both campuses.
5. The name of the general contractor, if any, for such work of was Economos Painting contract date, June 28, 2021.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are:
  - a. Patterson Road Elementary School APN # 103-080-047, 400 Patterson Rd, Santa Maria, CA 93455
  - b. Pine Grove Elementary School APN #101-039-005, 1050 E Rice Ranch Rd, Santa Maria, CA 93455

Owner – Orcutt Union School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signed by Dr. Holly Edds, Superintendent

## VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: Wednesday, December 15, 2021

Owner: Orcutt Union School District

Signed by \_\_\_\_\_

Dr. Holly Edds, Superintendent

## Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am - 4:30 pm.

This procedure is in compliance with the Public Document Law, Government Code Section Number 6257.





## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight,  
Director Fiscal Services

**BOARD MEETING DATE:** December 15, 2021

**BOARD AGENDA ITEM:** First Interim Report, 2021-22

**BACKGROUND:** The First Interim Report is predicated upon the State's adopted budget which was signed by the Governor in June 2021 along with the majority of the accompanying trailer bills.

We use the California School Services dashboard assumptions along with the FCMAT LCFF Calculator and local enrollment factors as starting points for current and future year's fiscal assumptions. The multi-year budget projections maintain a state required minimum 3% reserve for Economic Uncertainties, while meeting all other fiscal obligations of our District. For the 21-22 Fiscal Year we are funded on last year's ADA of 4112.35

Please refer to the budget narrative for more detailed information.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the First Interim Report with a Positive Certification for 2021-22.

**FUNDING:** All Funds



# Orcutt Union School District



## 2021-2022 First Interim Report

# Table of Contents

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## **2021-2022 FIRST INTERIM SUMMARY**

Narrative.....	1-7
Multi-Year Projection .....	8-13
Fund Balances .....	14

## **STATE FORMS**

General Fund .....	15-41
Other Funds .....	42- 96
Cash Flow Projections.....	97- 100
Average Daily Attendance .....	101- 102
ESSA Maintenance of Effort.....	103-105
Summary of Interfund Activities.....	106-107
Criteria and Standards Review .....	108- 133
District Certification.....	134- 136
Indirect Cost Rate Worksheet .....	137- 140
Balances in Excess of Minimum Reserve .....	141- 143
State Software Technical Review.....	144- 147

## **Certification**

Education Code 42130 requires school districts submit a First Interim Report to the Governing Board of the district that updates the financial and budgetary status of the district for the period ending October 31, 2021. Furthermore, the Governing Board must certify the financial status of the district. The certification shall be classified as one of the following:

- "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
- "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
- "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

Staff recommends the Board adopt the 2021-22 First Interim Report with a **Positive Certification**.

## **2021-22 Enacted State Budget**

On June 28, 2021, Governor Gavin Newsom signed the State Budget. Because the state budget adoption occurred after the Orcutt Union School District budget adoption, the First Interim report will reflect any local budget changes impacted by the State Budget adoption. The 2021-22 State Budget includes a total investment in Proposition 98 of \$94 billion, an increase of approximately \$23 billion over last year's original State Budget. Over \$11 billion of this amount was used to buy down the cash deferrals which we experienced in 2020-21. Some of the most significant education expenditures in the 2021-22 State Budget that impact Orcutt Union School District include:

- 5.07% statutory cost-of-living adjustment, which was the combined total of the statutory COLA of 2.7% and an Augmentation COLA of 2.37% since there was no COLA in 2020-21.
- Special Education funding for Alternative Dispute Resolution in the amount of \$62,000 and Special Education Learning Loss Mitigation funding of \$348,000, with funding to be spent over two fiscal years.
- Pre-K Planning and Implementation Grant funding of \$162,000 for the District and \$52,000 for the Charter.
- Expanded Learning Opportunity Program
- Educator Effectiveness funding of \$893,000 for the district and \$126,000 for the charter.
- Universal meals for all students, regardless of income, and a kitchen infrastructure grant of \$25,000 to be used on infrastructure upgrades and another \$2,000 for staff training.
- Unemployment Insurance rate dropped from 1.23% to .5% resulting in a savings of approximately \$187,000 to the District and \$30,000 to the Charter.

The State Budget includes a deposit into the Public School System Stabilization Account of \$1.9 billion in 20-21 and another \$2.6 billion in 2021-22, for a combined percentage of 5.5% of the

K-12 portion of the minimum guarantee. This triggers a law prohibiting schools districts from retaining more than 10% of their combined assigned and unassigned General Fund ending fund balance as of 22-23. Orcutt meets this requirement.

**2021-22 General Fund Budget Components**

Average Daily Attendance (ADA) is estimated at 3768. Because we are still in a hold harmless attendance year, out funded ADA for 21-22 will be 4112.35

The District’s CBEDS enrollment is projected at 3,996 with an unduplicated percentage of 41.02%

Lottery revenue is estimated to be \$163 per ADA for unrestricted purposes and \$65 per ADA for restricted purposes

Mandated Cost Block Grant is \$32.79 for K-8 ADA, and \$47.84 for 9-12 ADA

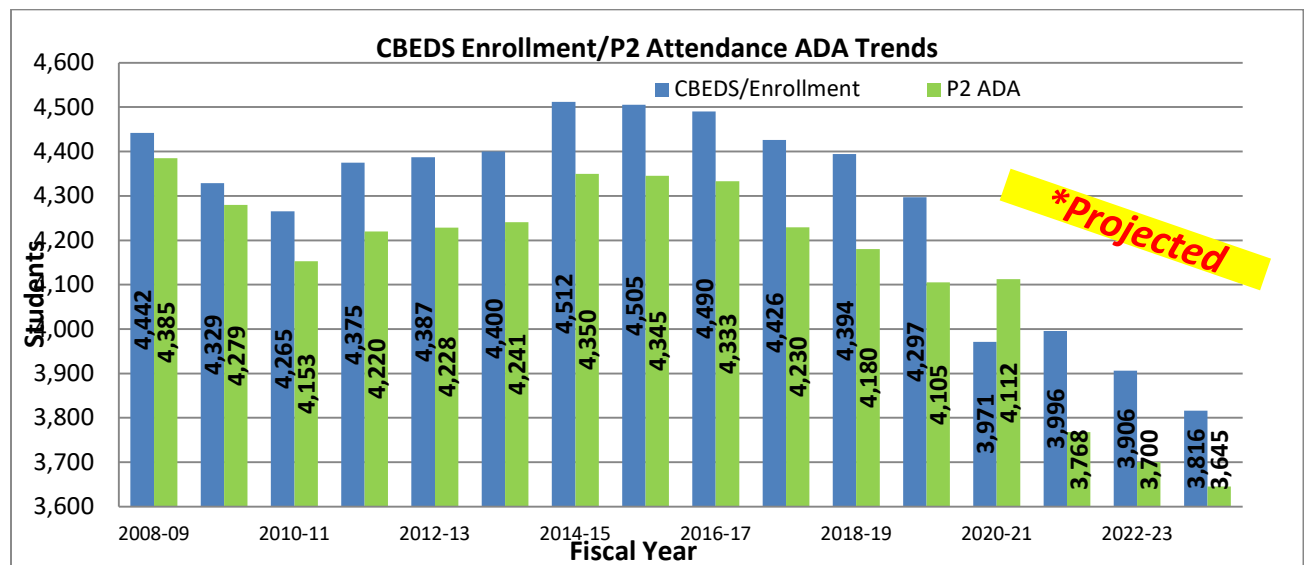
Illustrated below are the salary & benefit costs of an estimated 1% salary increase /decrease:

- Certificated: \$188,939
- Classified: \$ 72,460
- Management: \$ 44,772

STRS rate increase from 16.15% to 16.92%, PERS rate increase from 20.70% to 22.91%

Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded

**Enrollment and ADA Projections**



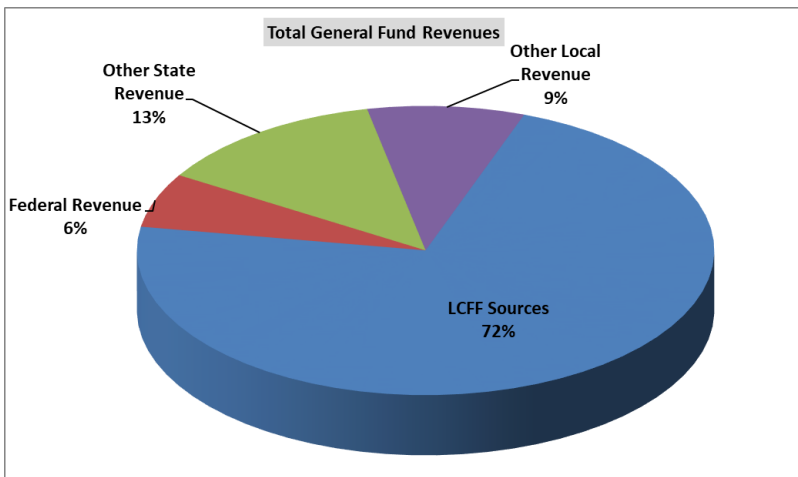
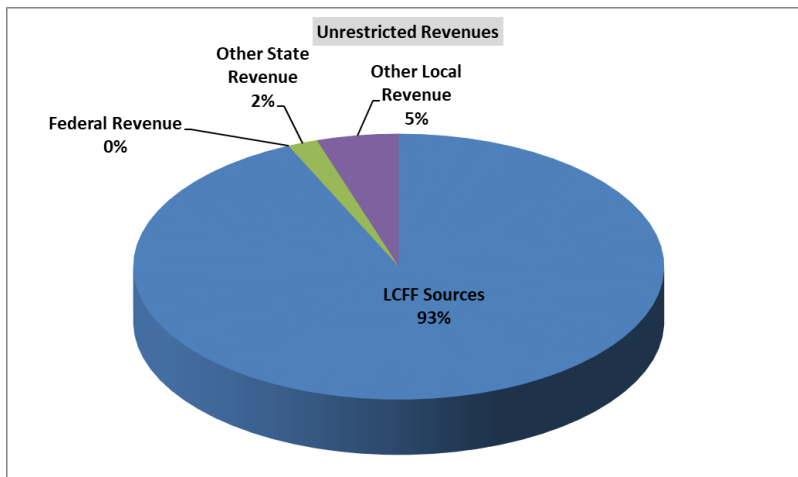
*\*excludes charter school enrollment data*

**General Fund - Revenue Components**

The District receives funding for its general operations from several sources. A breakdown of the major funding sources is illustrated below:

Description	Unrestricted General Fund	Total General Fund
<b>LCFF Sources</b>	<b>\$ 38,896,803</b>	<b>\$ 40,150,358</b>
<b>Federal Revenue</b>	<b>-</b>	<b>3,387,905</b>
<b>Other State Revenue</b>	<b>764,607</b>	<b>7,266,289</b>
<b>Other Local Revenue</b>	<b>2,085,702</b>	<b>4,908,151</b>
<b>TOTAL REVENUES</b>	<b>\$ 41,747,112</b>	<b>\$ 55,712,703</b>

Following are graphical descriptions of revenues by percentage:

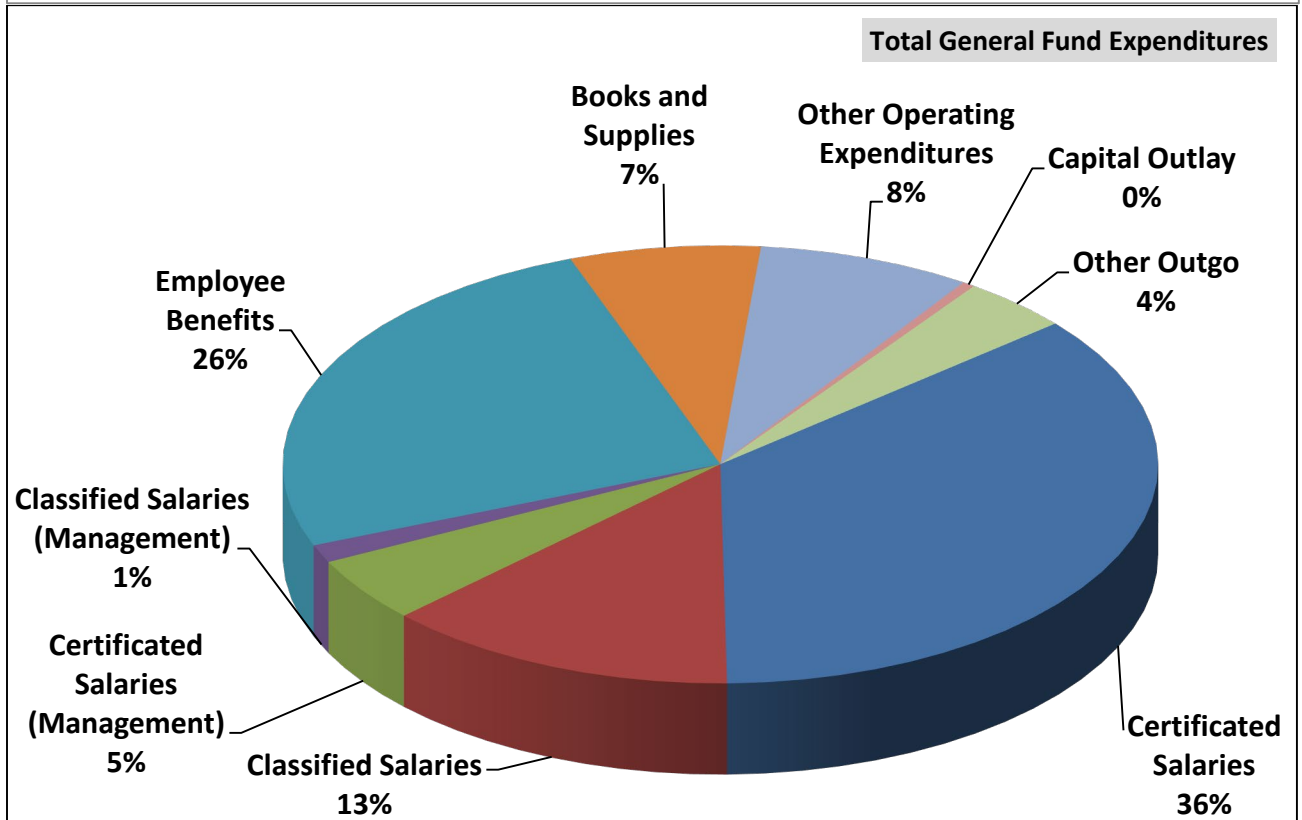
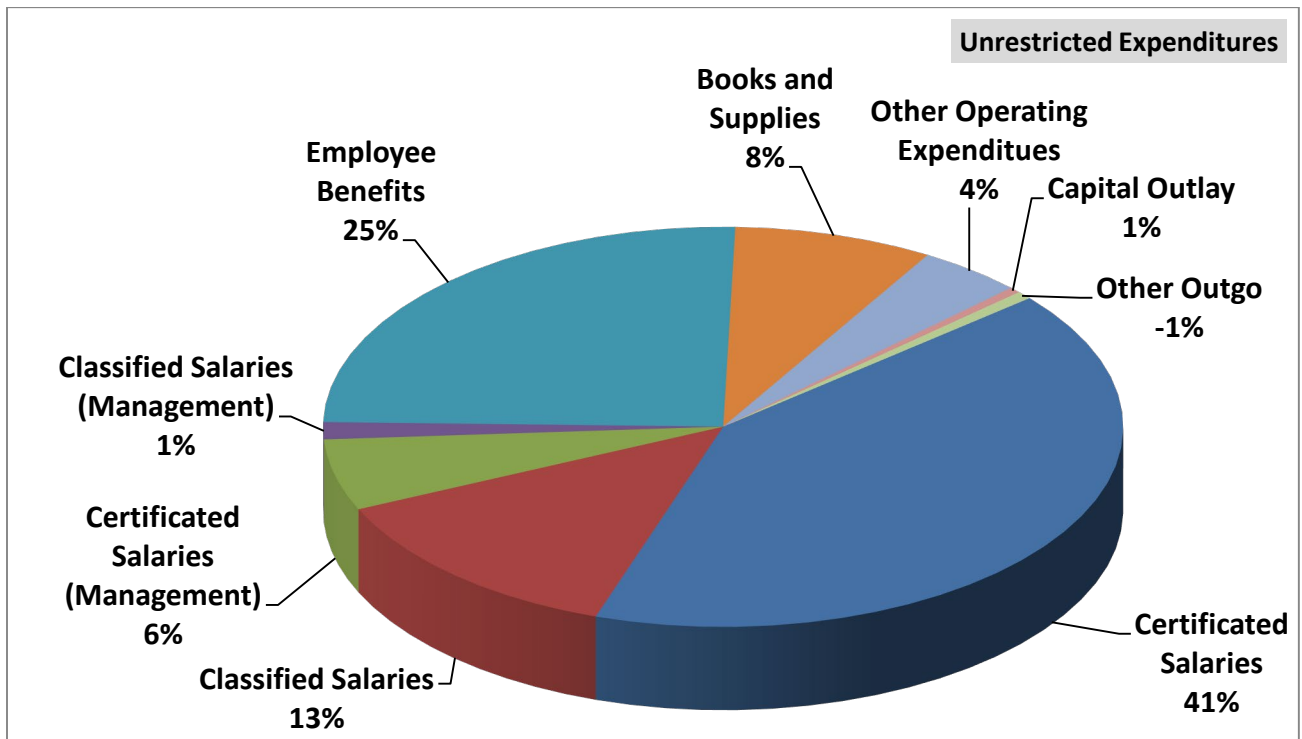


### General Fund - Operating Expenditure Components

The General Fund is used for expenditures for many of the functions within the District. As illustrated below, the largest part of expenditures are salaries and related benefits that comprise approximately 88% of the District's unrestricted budget, and approximately 81% of the total General Fund (Unrestricted and Restricted) budget.

Description	Unrestricted General Fund	Total General Fund
Certificated Salaries	14,258,202	18,776,555
Classified Salaries	4,517,243	6,853,076
Certificated Salaries (Management)	1,987,650	2,505,194
Classified Salaries (Management)	478,110	692,874
Employee Benefits	8,679,944	13,334,567
Books and Supplies	2,786,345	3,697,825
Other Operating Expenditures	1,463,770	4,136,801
Capital Outlay	162,598	243,234
Other Outgo	(219,927)	2,113,126
<b>TOTAL</b>	<b>\$ 34,113,935</b>	<b>\$ 52,353,250</b>

Following are graphical descriptions of expenditures by percentage:



### **Contributions to Restricted Programs**

The budget includes the following transfers of unrestricted resources to restricted programs to cover restricted program expenditures in excess of revenue.

<b>Description</b>	<b>2021-22 1st Interim</b>
Restricted Maintenance Account	\$1,550,000
Special Education	\$4,564,463
Transportation	\$870,327
Transportation (SPED)	\$205,139
<b>TOTAL</b>	<b>\$7,189,929</b>

### **Components of Ending Fund Balance**

The General Fund Unrestricted Ending balance is projected to be \$14,616,758.94 and the components of the ending fund balance are:

	<b>Nonspendable</b>	<b>Restricted</b>	<b>Committed</b>	<b>Assigned</b>	<b>Unassigned / Unappropriated</b>
Revolving Cash and Stores	\$46,959				
Restricted (Categoricals)		\$2,945,720			
Reserve for Economic Downturn/Declining Enrollment			\$5,072,201		
Technology Update			\$1,000,000		
Textbook Adoption(s)			\$1,000,000		
Strategic Plan			\$3,172,956		
TK Expansion Planning			\$1,500,000		
LCAP Carryover				\$876,643	
CTE match requirement				\$68,000	
Site Donation Accounts				\$200,000	
Compensated Absences				\$50,000	
Reserve for Economic Uncertainty (minimum 3% - State Required)					\$1,630,000
Unassigned / Unappropriated					\$0

### **Cash Flow**

The District's cash flow is estimated based on the State Controller's estimated payment dates for K-12 principal apportionments, lottery apportionments, and EPA apportionments. Staff projects a positive cash flow through 2021-22 and the subsequent year. Staff continues to monitor cash flow to ensure there is sufficient cash to meet all obligations.



## MULTI YEAR BUDGET ASSUMPTIONS

	2021-22	2022-23	2023-24
Enrollment Projections	3,996	3,906	3,816
Funded ADA	4,112.35	3768	3700
ADA	3768	3700	3645
Unduplicated Pupil Percentage	44.13%	42.51%	41.37%
SSC LCFF Gap Funding	100%	100%	100%
Mandate Block Grant	\$132,107	\$132,107	\$132,107
Unrestricted Lottery Funds per ADA	\$150	\$150	\$150
Restricted Lottery Funds per ADA	\$49	\$49	\$49
Charter School Allowable Fees	\$1,688,400	\$1,688,400	\$1,688,400
Additional Base Grant	\$1,633,521	(\$1,609,020)	\$409,088
Additional Supplemental Grant	(\$73,863)	(\$57,158)	(\$80,451)
Step and Column Increases	\$419,849	\$372,817	\$344,051
STRS Contribution	\$3,545,262 16.92%	\$3,915,582 19.10%	\$3,854,984 19.10%
PERS Contribution	\$1,335,963 22.91%	\$1,559,945 26.10%	\$1,581,291 27.10%
Health/Welfare Benefits	\$4,396,160	\$4,263,827	\$4,188,638
Certificated Staffing	-7	-5	-3
Classified Staffing	0	0	0
Post-Employment Benefits Transfer	\$650,000	\$650,000	\$650,000
Textbook Adoptions	0	\$0	\$0
Deferred Maintenance	\$1,531,707	\$520,000	\$500,000
Increased Cost of SPED Services	(\$18,725)	\$490,271	\$398,702
California CPI applied to			
Supplies/Services	3.96%	2.65%	2.36%
Reserve for Economic Uncertainties	3%	3%	3%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	38,896,803.00	-4.35%	37,202,926.00	1.27%	37,674,852.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	764,607.00	-1.03%	756,765.29	-0.97%	749,410.29
4. Other Local Revenues	8600-8799	2,085,701.71	-45.19%	1,143,167.93	0.96%	1,154,147.66
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(6,114,462.71)	8.43%	(6,629,898.18)	6.41%	(7,054,582.38)
<b>6. Total (Sum lines A1 thru A5c)</b>		<b>35,632,649.00</b>	<b>-8.87%</b>	<b>32,472,961.04</b>	<b>0.16%</b>	<b>32,523,827.57</b>
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				16,245,852.05		16,218,227.61
b. Step & Column Adjustment				472,375.56		477,546.84
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(500,000.00)		(300,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,245,852.05	-0.17%	16,218,227.61	1.09%	16,395,774.45
2. Classified Salaries						
a. Base Salaries				4,995,352.87		5,070,283.17
b. Step & Column Adjustment				74,930.30		76,054.25
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,995,352.87	1.50%	5,070,283.17	1.50%	5,146,337.42
3. Employee Benefits	3000-3999	8,679,944.02	4.99%	9,112,870.94	0.75%	9,181,391.58
4. Books and Supplies	4000-4999	2,786,345.05	-32.27%	1,887,056.53	2.12%	1,927,062.14
5. Services and Other Operating Expenditures	5000-5999	1,463,770.33	-3.40%	1,414,061.55	-1.20%	1,397,049.03
6. Capital Outlay	6000-6999	162,598.00	-83.03%	27,598.00	0.00%	27,598.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(219,927.00)	0.00%	(219,927.00)	0.00%	(219,927.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
<b>11. Total (Sum lines B1 thru B10)</b>		<b>35,113,935.32</b>	<b>-4.57%</b>	<b>33,510,170.80</b>	<b>1.03%</b>	<b>33,855,285.62</b>
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		518,713.68		(1,037,209.76)		(1,331,458.05)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		14,098,045.26		14,616,758.94		13,579,549.18
2. Ending Fund Balance (Sum lines C and D1)		14,616,758.94		13,579,549.18		12,248,091.13
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	46,959.00		46,959.00		46,959.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	11,745,156.94		10,707,947.18		9,926,489.13
d. Assigned	9780	1,194,643.00		1,194,643.00		744,643.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,630,000.00		1,630,000.00		1,530,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		14,616,758.94		13,579,549.18		12,248,091.13

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,630,000.00		1,630,000.00		1,530,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)						
		1,630,000.00		1,630,000.00		1,530,000.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	1,253,555.00	0.00%	1,253,555.00	0.00%	1,253,555.00
2. Federal Revenues	8100-8299	3,387,904.96	37.04%	4,642,626.06	-44.78%	2,563,778.74
3. Other State Revenues	8300-8599	6,501,682.00	-40.36%	3,877,447.57	-31.38%	2,660,633.88
4. Other Local Revenues	8600-8799	2,822,449.27	-1.48%	2,780,549.73	-3.92%	2,671,488.18
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,114,462.71	8.43%	6,629,898.18	6.41%	7,054,582.38
6. Total (Sum lines A1 thru A5c)		20,080,053.94	-4.46%	19,184,076.54	-15.53%	16,204,038.18
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				5,035,896.91		4,862,193.68
b. Step & Column Adjustment				103,069.82		34,161.92
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(276,773.05)		(647,718.64)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,035,896.91	-3.45%	4,862,193.68	-12.62%	4,248,636.96
2. Classified Salaries						
a. Base Salaries				2,550,596.85		2,424,115.95
b. Step & Column Adjustment				67,379.29		34,139.97
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(193,860.19)		606.75
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,550,596.85	-4.96%	2,424,115.95	1.43%	2,458,862.67
3. Employee Benefits	3000-3999	4,654,622.51	0.82%	4,692,986.88	-4.83%	4,466,466.31
4. Books and Supplies	4000-4999	911,479.82	17.23%	1,068,564.61	-21.03%	843,807.07
5. Services and Other Operating Expenditures	5000-5999	2,673,030.44	-4.36%	2,556,377.13	-21.29%	2,012,223.40
6. Capital Outlay	6000-6999	80,636.00	2294.26%	1,930,636.00	-96.34%	70,596.40
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,185,136.00	4.21%	2,277,024.20	4.24%	2,373,506.81
8. Other Outgo - Transfers of Indirect Costs	7300-7399	147,917.00	7.97%	159,705.00	-56.25%	69,863.12
9. Other Financing Uses						
a. Transfers Out	7600-7629	531,707.14	-2.20%	520,000.00	-3.85%	500,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,771,022.67	9.17%	20,491,603.45	-16.82%	17,043,962.74
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		1,309,031.27		(1,307,526.91)		(839,924.56)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,636,689.08		2,945,720.35		1,638,193.44
2. Ending Fund Balance (Sum lines C and D1)		2,945,720.35		1,638,193.44		798,268.88
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,945,720.35		1,638,193.44		798,268.88
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,945,720.35		1,638,193.44		798,268.88

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	40,150,358.00	-4.22%	38,456,481.00	1.23%	38,928,407.00
2. Federal Revenues	8100-8299	3,387,904.96	37.04%	4,642,626.06	-44.78%	2,563,778.74
3. Other State Revenues	8300-8599	7,266,289.00	-36.22%	4,634,212.86	-26.42%	3,410,044.17
4. Other Local Revenues	8600-8799	4,908,150.98	-20.06%	3,923,717.66	-2.50%	3,825,635.84
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		55,712,702.94	-7.28%	51,657,037.58	-5.67%	48,727,865.75
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				21,281,748.96		21,080,421.29
b. Step & Column Adjustment				575,445.38		511,708.76
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(776,773.05)		(947,718.64)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,281,748.96	-0.95%	21,080,421.29	-2.07%	20,644,411.41
2. Classified Salaries						
a. Base Salaries				7,545,949.72		7,494,399.12
b. Step & Column Adjustment				142,309.59		110,194.22
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(193,860.19)		606.75
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,545,949.72	-0.68%	7,494,399.12	1.48%	7,605,200.09
3. Employee Benefits	3000-3999	13,334,566.53	3.53%	13,805,857.82	-1.14%	13,647,857.89
4. Books and Supplies	4000-4999	3,697,824.87	-20.07%	2,955,621.14	-6.25%	2,770,869.21
5. Services and Other Operating Expenditures	5000-5999	4,136,800.77	-4.02%	3,970,438.68	-14.13%	3,409,272.43
6. Capital Outlay	6000-6999	243,234.00	705.08%	1,958,234.00	-94.99%	98,194.40
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,185,136.00	4.21%	2,277,024.20	4.24%	2,373,506.81
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(72,010.00)	-16.37%	(60,222.00)	149.18%	(150,063.88)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,531,707.14	-66.05%	520,000.00	-3.85%	500,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		53,884,957.99	0.22%	54,001,774.25	-5.75%	50,899,248.36
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		1,827,744.95		(2,344,736.67)		(2,171,382.61)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		15,734,734.34		17,562,479.29		15,217,742.62
2. Ending Fund Balance (Sum lines C and D1)		17,562,479.29		15,217,742.62		13,046,360.01
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	46,959.00		46,959.00		46,959.00
b. Restricted	9740	2,945,720.35		1,638,193.44		798,268.88
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	11,745,156.94		10,707,947.18		9,926,489.13
d. Assigned	9780	1,194,643.00		1,194,643.00		744,643.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,630,000.00		1,630,000.00		1,530,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		17,562,479.29		15,217,742.62		13,046,360.01

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,630,000.00		1,630,000.00		1,530,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,630,000.00		1,630,000.00		1,530,000.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.02%		3.02%		3.01%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	YES					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		3,768.00		3,561.81		3,389.49
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		53,884,957.99		54,001,774.25		50,899,248.36
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		53,884,957.99		54,001,774.25		50,899,248.36
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,616,548.74		1,620,053.23		1,526,977.45
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,616,548.74		1,620,053.23		1,526,977.45
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

<b>ORCUTT UNION SCHOOL DISTRICT</b>	
<b>FUND BALANCES</b>	
<b>General Fund (Fund 01)</b>	
Beginning Balance	\$ 15,734,734
Revenues	\$ 55,712,703
Expenditures	\$ (52,353,251)
Other Financing/Sources	\$ (1,531,707)
Ending Fund Balance	\$ 17,562,479
<b>ASB (Fund 08)</b>	
Beginning Balance	\$ 23,451
Revenues	\$ -
Expenditures	\$ -
Other Financing/Sources	
Ending Fund Balance	\$ 23,451
<b>Charter School (Fund 09)</b>	
Beginning Balance	\$ 2,433,680
Revenues	\$ 8,886,786
Expenditures	\$ (8,639,292)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 2,681,174
<b>Child Development (Fund 12)</b>	
Beginning Balance	\$ 13,531
Revenues	\$ 254,911
Expenditures	\$ (268,141)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 301
<b>Cafeteria (Fund 13)</b>	
Beginning Balance	\$ 1,906,857
Revenues	\$ 2,266,000
Expenditures	\$ (2,228,530)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 1,944,327
<b>Deferred Maintenance (Fund 14)</b>	
Beginning Balance	\$ 5,295,457
Revenues	\$ 20,000
Expenditures	\$ (1,354,084)
Other Financing/Sources	\$ 1,531,707
Ending Fund Balance	\$ 5,493,080
<b>Post-Employment Benefits (Fund 20)</b>	
Beginning Balance	\$ 5,461
Revenues	\$ 30
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 5,491
<b>Building Fund (Fund 21)</b>	
Beginning Balance	\$ 19,167,940
Revenues	\$ 75,000
Expenditures	\$ (7,256,222)
Other Financing/Sources	\$ 1,250,000
Ending Fund Balance	\$ 13,236,719
<b>Developer's Fees (Fund 25)</b>	
Beginning Balance	\$ 1,185,863
Revenues	\$ 284,500
Expenditures	\$ (28,750)
Other Financing/Sources	\$ (1,250,000)
Ending Fund Balance	\$ 191,613
<b>Special Reserve - Capital Projects (Fund 40)</b>	
Beginning Balance	\$ 174,263
Revenues	\$ 600
Expenditures	\$ (3,000)
Other Financing/Sources	
Ending Fund Balance	\$ 171,863
<b>Bond Interest &amp; Redemption (Fund 51)</b>	
Beginning Balance	\$ 3,655,390
Revenues	\$ 2,626,465
Expenditures	\$ (2,891,846)
Ending Fund Balance	\$ 3,390,009
<b>Self-Insurance Fund (Fund 67)</b>	
Beginning Balance	\$ 83,227
Revenues	\$ 4,800
Expenditures	\$ -
Ending Fund Balance	\$ 88,027
<b>Retiree Benefit (Fund 71)</b>	
Beginning Balance	\$ 7,361,068
Revenues	\$ 860,000
Expenditures	\$ -
Ending Fund Balance	\$ 8,221,068
<b>Combined Beginning Balance</b>	<b>\$ 57,040,923</b>
<b>Combined Ending Balance</b>	<b>\$ 53,009,602</b>
updated 12/7/2021	



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	39,083,863.00	39,083,863.00	6,670,652.82	38,896,803.00	(187,060.00)	-0.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	764,607.00	764,607.00	(14,152.20)	764,607.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,483,437.00	1,483,437.00	252,239.07	2,085,701.71	602,264.71	40.6%
5) TOTAL, REVENUES			41,331,907.00	41,331,907.00	6,908,739.69	41,747,111.71		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	16,646,672.86	16,646,672.86	3,323,641.61	16,245,852.05	400,820.81	2.4%
2) Classified Salaries		2000-2999	4,836,114.61	4,836,114.61	1,491,311.08	4,995,352.87	(159,238.26)	-3.3%
3) Employee Benefits		3000-3999	8,449,240.72	8,449,240.72	2,395,295.24	8,679,944.02	(230,703.30)	-2.7%
4) Books and Supplies		4000-4999	1,613,478.07	1,613,478.07	381,848.60	2,786,345.05	(1,172,866.98)	-72.7%
5) Services and Other Operating Expenditures		5000-5999	1,105,468.30	1,105,468.30	955,765.74	1,463,770.33	(358,302.03)	-32.4%
6) Capital Outlay		6000-6999	155,000.00	155,000.00	15,278.25	162,598.00	(7,598.00)	-4.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(186,500.00)	(186,500.00)	0.00	(219,927.00)	33,427.00	-17.9%
9) TOTAL, EXPENDITURES			32,619,474.56	32,619,474.56	8,563,140.52	34,113,935.32		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			8,712,432.44	8,712,432.44	(1,654,400.83)	7,633,176.39		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,350,000.00	2,350,000.00	0.00	1,000,000.00	1,350,000.00	57.4%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,206,515.82)	(6,206,515.82)	(4,550,000.00)	(6,114,462.71)	92,053.11	-1.5%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,556,515.82)	(8,556,515.82)	(4,550,000.00)	(7,114,462.71)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			155,916.62	155,916.62	(6,204,400.83)	518,713.68		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	13,166,118.02	13,166,118.02		14,098,045.26	931,927.24	7.1%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,166,118.02	13,166,118.02		14,098,045.26		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,166,118.02	13,166,118.02		14,098,045.26		
2) Ending Balance, June 30 (E + F1e)			13,322,034.64	13,322,034.64		14,616,758.94		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,500.00	15,500.00		15,500.00		
Stores		9712	31,459.00	31,459.00		31,459.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	10,447,075.64	10,447,075.64		11,745,156.94		
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
Set aside for economic downturn	0000	9760	4,947,075.64					
TK Expansion Planning	0000	9760	1,500,000.00					
Strategic Plan	0000	9760	2,000,000.00					
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
Set aside for economic downturn	0000	9760		4,947,075.64				
TK Expansion Planning	0000	9760		1,500,000.00				
Strategic Plan	0000	9760		2,000,000.00				
Technology Update	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
Set aside for economic downturn/declir	0000	9760				5,072,201.32		
TK Expansion Planning	0000	9760				1,500,000.00		
Strategic Plan	0000	9760				3,172,955.62		
d) Assigned								
Other Assignments		9780	1,218,000.00	1,218,000.00		1,194,643.00		
LCAP Carryover	0000	9780	900,000.00					
Site Donation Accounts	0000	9780	200,000.00					
Compensated Absences	0000	9780	50,000.00					
CTE Match Requirement	0000	9780	68,000.00					
LCAP Carryover	0000	9780		900,000.00				
Site Donation Accounts	0000	9780		200,000.00				
Compensated Absences	0000	9780		50,000.00				
CTE Match Requirement	0000	9780		68,000.00				
LCAP Carryover	0000	9780				876,643.00		
Site Donation Accounts	0000	9780				200,000.00		
Compensated Absences	0000	9780				50,000.00		
CTE Match Requirement	0000	9780				68,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,610,000.00	1,610,000.00		1,630,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	17,433,904.00	17,433,904.00	4,887,770.00	17,246,844.00	(187,060.00)	-1.1%
Education Protection Account State Aid - Current Year		8012	7,896,990.00	7,896,990.00	1,774,842.00	7,714,631.00	(182,359.00)	-2.3%
State Aid - Prior Years		8019	(60,000.00)	(60,000.00)	(125,712.82)	(60,000.00)	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,158.00	55,158.00	0.00	53,426.00	(1,732.00)	-3.1%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	13,042,503.00	13,042,503.00	(19,288.47)	13,292,695.00	250,192.00	1.9%
Unsecured Roll Taxes		8042	440,472.00	440,472.00	445,127.12	452,487.00	12,015.00	2.7%
Prior Years' Taxes		8043	25,984.00	25,984.00	18,090.45	12,555.00	(13,429.00)	-51.7%
Supplemental Taxes		8044	822,950.00	822,950.00	145,141.54	503,941.00	(319,009.00)	-38.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,158,367.00	2,158,367.00	0.00	2,150,976.00	(7,391.00)	-0.3%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			41,816,328.00	41,816,328.00	7,125,969.82	41,367,555.00	(448,773.00)	-1.1%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,732,465.00)	(2,732,465.00)	(455,317.00)	(2,470,752.00)	261,713.00	-9.6%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>39,083,863.00</b>	<b>39,083,863.00</b>	<b>6,670,652.82</b>	<b>38,896,803.00</b>	<b>(187,060.00)</b>	<b>-0.5%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	132,107.00	132,107.00	0.00	132,107.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	615,000.00	615,000.00	(14,152.20)	615,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	17,500.00	17,500.00	0.00	17,500.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>764,607.00</b>	<b>764,607.00</b>	<b>(14,152.20)</b>	<b>764,607.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	125,000.00	125,000.00	37,575.08	65,000.00	(60,000.00)	-48.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,358,437.00	1,358,437.00	214,663.99	2,020,701.71	662,264.71	48.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>1,483,437.00</b>	<b>1,483,437.00</b>	<b>252,239.07</b>	<b>2,085,701.71</b>	<b>602,264.71</b>	<b>40.6%</b>
<b>TOTAL, REVENUES</b>			<b>41,331,907.00</b>	<b>41,331,907.00</b>	<b>6,908,739.69</b>	<b>41,747,111.71</b>	<b>415,204.71</b>	<b>1.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	13,980,932.39	13,980,932.39	2,530,451.30	13,666,225.24	314,707.15	2.3%
Certificated Pupil Support Salaries		1200	444,805.50	444,805.50	105,315.04	413,716.08	31,089.42	7.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,042,673.97	2,042,673.97	667,758.45	1,987,649.73	55,024.24	2.7%
Other Certificated Salaries		1900	178,261.00	178,261.00	20,116.82	178,261.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>16,646,672.86</b>	<b>16,646,672.86</b>	<b>3,323,641.61</b>	<b>16,245,852.05</b>	<b>400,820.81</b>	<b>2.4%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	85,253.83	85,253.83	20,003.84	81,713.72	3,540.11	4.2%
Classified Support Salaries		2200	2,366,450.73	2,366,450.73	748,923.87	2,461,187.09	(94,736.36)	-4.0%
Classified Supervisors' and Administrators' Salaries		2300	420,780.58	420,780.58	148,789.00	478,109.56	(57,328.98)	-13.6%
Clerical, Technical and Office Salaries		2400	1,799,039.94	1,799,039.94	543,830.58	1,816,822.04	(17,782.10)	-1.0%
Other Classified Salaries		2900	164,589.53	164,589.53	29,763.79	157,520.46	7,069.07	4.3%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,836,114.61</b>	<b>4,836,114.61</b>	<b>1,491,311.08</b>	<b>4,995,352.87</b>	<b>(159,238.26)</b>	<b>-3.3%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,807,971.95	2,807,971.95	523,229.67	2,726,343.38	81,628.57	2.9%
PERS		3201-3202	988,332.28	988,332.28	301,798.30	1,002,221.77	(13,889.49)	-1.4%
OASDI/Medicare/Alternative		3301-3302	531,011.15	531,011.15	147,994.55	544,068.01	(13,056.86)	-2.5%
Health and Welfare Benefits		3401-3402	3,073,587.89	3,073,587.89	608,441.75	2,980,084.74	93,503.15	3.0%
Unemployment Insurance		3501-3502	250,294.49	250,294.49	22,371.38	104,669.43	145,625.06	58.2%
Workers' Compensation		3601-3602	213,462.96	213,462.96	47,825.88	209,373.14	4,089.82	1.9%
OPEB, Allocated		3701-3702	569,874.20	569,874.20	739,453.46	1,095,290.90	(525,416.70)	-92.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	14,705.80	14,705.80	4,180.25	17,892.65	(3,186.85)	-21.7%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>8,449,240.72</b>	<b>8,449,240.72</b>	<b>2,395,295.24</b>	<b>8,679,944.02</b>	<b>(230,703.30)</b>	<b>-2.7%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	30,000.00	30,000.00	27,709.14	30,000.00	0.00	0.0%
Books and Other Reference Materials		4200	17,290.00	17,290.00	5,852.93	17,290.00	0.00	0.0%
Materials and Supplies		4300	1,299,539.07	1,299,539.07	333,109.21	2,481,805.05	(1,182,265.98)	-91.0%
Noncapitalized Equipment		4400	266,649.00	266,649.00	15,177.32	257,250.00	9,399.00	3.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,613,478.07</b>	<b>1,613,478.07</b>	<b>381,848.60</b>	<b>2,786,345.05</b>	<b>(1,172,866.98)</b>	<b>-72.7%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	65,300.00	65,300.00	45,100.00	91,500.00	(26,200.00)	-40.1%
Travel and Conferences		5200	95,184.42	95,184.42	21,795.58	110,292.05	(15,107.63)	-15.9%
Dues and Memberships		5300	35,930.00	35,930.00	25,776.57	35,930.00	0.00	0.0%
Insurance		5400-5450	426,683.00	426,683.00	401,374.01	426,683.00	0.00	0.0%
Operations and Housekeeping Services		5500	811,500.00	811,500.00	185,577.12	860,000.00	(48,500.00)	-6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	218,288.85	218,288.85	66,825.43	228,288.85	(10,000.00)	-4.6%
Transfers of Direct Costs		5710	(268,587.35)	(268,587.35)	(1,363.50)	(1,087.35)	(267,500.00)	99.6%
Transfers of Direct Costs - Interfund		5750	(1,956,971.86)	(1,956,971.86)	(529,956.38)	(1,780,119.20)	(176,852.66)	9.0%
Professional/Consulting Services and Operating Expenditures		5800	1,488,718.36	1,488,718.36	680,319.41	1,290,073.60	198,644.76	13.3%
Communications		5900	189,422.88	189,422.88	60,317.50	202,209.38	(12,786.50)	-6.8%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,105,468.30</b>	<b>1,105,468.30</b>	<b>955,765.74</b>	<b>1,463,770.33</b>	<b>(358,302.03)</b>	<b>-32.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	2,860.00	2,800.00	(2,800.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	155,000.00	155,000.00	10,349.47	157,698.00	(2,698.00)	-1.7%
Equipment Replacement		6500	0.00	0.00	2,068.78	2,100.00	(2,100.00)	New
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>155,000.00</b>	<b>155,000.00</b>	<b>15,278.25</b>	<b>162,598.00</b>	<b>(7,598.00)</b>	<b>-4.9%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(79,500.00)	(79,500.00)	0.00	(147,927.00)	68,427.00	-86.1%
Transfers of Indirect Costs - Interfund		7350	(107,000.00)	(107,000.00)	0.00	(72,000.00)	(35,000.00)	32.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(186,500.00)</b>	<b>(186,500.00)</b>	<b>0.00</b>	<b>(219,927.00)</b>	<b>33,427.00</b>	<b>-17.9%</b>
<b>TOTAL, EXPENDITURES</b>			<b>32,619,474.56</b>	<b>32,619,474.56</b>	<b>8,563,140.52</b>	<b>34,113,935.32</b>	<b>(1,494,460.76)</b>	<b>-4.6%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	2,350,000.00	2,350,000.00	0.00	1,000,000.00	1,350,000.00	57.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,350,000.00	2,350,000.00	0.00	1,000,000.00	1,350,000.00	57.4%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(6,206,515.82)	(6,206,515.82)	(4,550,000.00)	(6,114,462.71)	92,053.11	-1.5%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,206,515.82)	(6,206,515.82)	(4,550,000.00)	(6,114,462.71)	92,053.11	-1.5%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(8,556,515.82)	(8,556,515.82)	(4,550,000.00)	(7,114,462.71)	1,442,053.11	-16.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	1,237,044.00	1,237,044.00	(6,769.00)	1,253,555.00	16,511.00	1.3%
2) Federal Revenue		8100-8299	3,736,165.75	3,736,165.75	56,556.96	3,387,904.96	(348,260.79)	-9.3%
3) Other State Revenue		8300-8599	5,154,397.00	5,154,397.00	3,035,061.78	6,501,682.00	1,347,285.00	26.1%
4) Other Local Revenue		8600-8799	2,534,835.35	2,534,835.35	723,544.01	2,822,449.27	287,613.92	11.3%
5) TOTAL, REVENUES			12,662,442.10	12,662,442.10	3,808,393.75	13,965,591.23		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,510,851.58	4,510,851.58	1,211,354.92	5,035,896.91	(525,045.33)	-11.6%
2) Classified Salaries		2000-2999	2,593,255.84	2,593,255.84	696,484.79	2,550,596.85	42,658.99	1.6%
3) Employee Benefits		3000-3999	4,607,372.02	4,607,372.02	2,597,736.24	4,654,622.51	(47,250.49)	-1.0%
4) Books and Supplies		4000-4999	549,650.95	549,650.95	89,352.80	911,479.82	(361,828.87)	-65.8%
5) Services and Other Operating Expenditures		5000-5999	2,645,139.20	2,645,139.20	597,183.98	2,673,030.44	(27,891.24)	-1.1%
6) Capital Outlay		6000-6999	623,305.24	623,305.24	68,755.99	80,636.00	542,669.24	87.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,256,290.00	2,256,290.00	570,610.00	2,185,136.00	71,154.00	3.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	79,500.00	79,500.00	0.00	147,917.00	(68,417.00)	-86.1%
9) TOTAL, EXPENDITURES			17,865,364.83	17,865,364.83	5,831,478.72	18,239,315.53		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(5,202,922.73)	(5,202,922.73)	(2,023,084.97)	(4,273,724.30)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	531,707.14	531,707.14	0.00	531,707.14	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	6,206,515.82	6,206,515.82	4,550,000.00	6,114,462.71	(92,053.11)	-1.5%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,674,808.68	5,674,808.68	4,550,000.00	5,582,755.57		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			471,885.95	471,885.95	2,526,915.03	1,309,031.27		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,931,064.18	1,931,064.18		1,636,689.08	(294,375.10)	-15.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,931,064.18	1,931,064.18		1,636,689.08		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,931,064.18	1,931,064.18		1,636,689.08		
2) Ending Balance, June 30 (E + F1e)			2,402,950.13	2,402,950.13		2,945,720.35		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,402,950.13	2,402,950.13		2,945,720.35		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	1,237,044.00	1,237,044.00	(6,769.00)	1,253,555.00	16,511.00	1.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>1,237,044.00</b>	<b>1,237,044.00</b>	<b>(6,769.00)</b>	<b>1,253,555.00</b>	<b>16,511.00</b>	<b>1.3%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	970,918.00	970,918.00	4,048.00	970,918.00	0.00	0.0%
Special Education Discretionary Grants		8182	38,642.00	38,642.00	(38,642.00)	38,642.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	591,106.00	591,106.00	(185,291.04)	655,162.00	64,056.00	10.8%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	251,146.00	251,146.00	59,384.93	234,039.00	(17,107.00)	-6.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	86,129.75	86,129.75	(37,913.26)	83,077.75	(3,052.00)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	35,641.00	35,641.00	429.41	52,080.00	16,439.00	46.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,762,583.00	1,762,583.00	254,540.92	1,353,986.21	(408,596.79)	-23.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,736,165.75</b>	<b>3,736,165.75</b>	<b>56,556.96</b>	<b>3,387,904.96</b>	<b>(348,260.79)</b>	<b>-9.3%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materie		8560	210,000.00	210,000.00	(9,587.55)	210,000.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	168,959.00	168,959.00	(428.23)	168,959.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,775,438.00	4,775,438.00	3,045,077.56	6,122,723.00	1,347,285.00	28.2%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>5,154,397.00</b>	<b>5,154,397.00</b>	<b>3,035,061.78</b>	<b>6,501,682.00</b>	<b>1,347,285.00</b>	<b>26.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	77,962.35	77,962.35	(7,096.02)	191,784.27	113,821.92	146.0%
Tuition		8710	544,176.00	544,176.00	121,279.00	535,688.00	(8,488.00)	-1.6%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	1,912,697.00	1,912,697.00	609,361.03	2,094,977.00	182,280.00	9.5%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,534,835.35</b>	<b>2,534,835.35</b>	<b>723,544.01</b>	<b>2,822,449.27</b>	<b>287,613.92</b>	<b>11.3%</b>
<b>TOTAL, REVENUES</b>			<b>12,662,442.10</b>	<b>12,662,442.10</b>	<b>3,808,393.75</b>	<b>13,965,591.23</b>	<b>1,303,149.13</b>	<b>10.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,636,074.63	3,636,074.63	957,947.47	4,130,818.50	(494,743.87)	-13.6%
Certificated Pupil Support Salaries		1200	313,116.95	313,116.95	116,410.04	380,034.36	(66,917.41)	-21.4%
Certificated Supervisors' and Administrators' Salaries		1300	561,660.00	561,660.00	129,497.41	517,544.05	44,115.95	7.9%
Other Certificated Salaries		1900	0.00	0.00	7,500.00	7,500.00	(7,500.00)	New
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,510,851.58</b>	<b>4,510,851.58</b>	<b>1,211,354.92</b>	<b>5,035,896.91</b>	<b>(525,045.33)</b>	<b>-11.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,626,856.71	1,626,856.71	443,546.64	1,650,473.65	(23,616.94)	-1.5%
Classified Support Salaries		2200	576,833.01	576,833.01	125,245.97	488,794.98	88,038.03	15.3%
Classified Supervisors' and Administrators' Salaries		2300	208,443.91	208,443.91	67,654.36	214,764.04	(6,320.13)	-3.0%
Clerical, Technical and Office Salaries		2400	181,122.21	181,122.21	43,950.32	193,564.18	(12,441.97)	-6.9%
Other Classified Salaries		2900	0.00	0.00	16,087.50	3,000.00	(3,000.00)	New
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,593,255.84</b>	<b>2,593,255.84</b>	<b>696,484.79</b>	<b>2,550,596.85</b>	<b>42,658.99</b>	<b>1.6%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,835,454.59	2,835,454.59	2,198,194.02	2,918,918.18	(83,463.59)	-2.9%
PERS		3201-3202	478,367.45	478,367.45	102,486.15	404,438.49	73,928.96	15.5%
OASDI/Medicare/Alternative		3301-3302	213,661.80	213,661.80	59,328.43	212,500.22	1,161.58	0.5%
Health and Welfare Benefits		3401-3402	898,973.40	898,973.40	203,135.62	970,784.30	(71,810.90)	-8.0%
Unemployment Insurance		3501-3502	84,396.54	84,396.54	9,134.61	42,769.13	41,627.41	49.3%
Workers' Compensation		3601-3602	71,977.24	71,977.24	19,285.97	76,025.90	(4,048.66)	-5.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	24,541.00	24,541.00	6,171.44	29,186.29	(4,645.29)	-18.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>4,607,372.02</b>	<b>4,607,372.02</b>	<b>2,597,736.24</b>	<b>4,654,622.51</b>	<b>(47,250.49)</b>	<b>-1.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	35,000.00	35,000.00	9,908.02	15,000.00	20,000.00	57.1%
Books and Other Reference Materials		4200	2,000.00	2,000.00	777.50	2,000.00	0.00	0.0%
Materials and Supplies		4300	399,364.79	399,364.79	74,221.20	477,989.70	(78,624.91)	-19.7%
Noncapitalized Equipment		4400	113,286.16	113,286.16	4,446.08	416,490.12	(303,203.96)	-267.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>549,650.95</b>	<b>549,650.95</b>	<b>89,352.80</b>	<b>911,479.82</b>	<b>(361,828.87)</b>	<b>-65.8%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	586,373.00	586,373.00	94,432.50	502,717.00	83,656.00	14.3%
Travel and Conferences		5200	56,058.00	56,058.00	17,984.06	69,373.44	(13,315.44)	-23.8%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	11,100.00	11,100.00	11,100.00	11,100.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	85,091.51	85,091.51	46,581.19	117,787.10	(32,695.59)	-38.4%
Transfers of Direct Costs		5710	268,587.35	268,587.35	1,363.50	1,087.35	267,500.00	99.6%
Transfers of Direct Costs - Interfund		5750	308.07	308.07	0.00	308.07	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,636,157.27	1,636,157.27	424,896.68	1,967,862.98	(331,705.71)	-20.3%
Communications		5900	1,464.00	1,464.00	826.05	2,794.50	(1,330.50)	-90.9%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,645,139.20</b>	<b>2,645,139.20</b>	<b>597,183.98</b>	<b>2,673,030.44</b>	<b>(27,891.24)</b>	<b>-1.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	12,500.00	12,500.00	0.00	12,500.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	587,669.24	587,669.24	44,396.29	45,000.00	542,669.24	92.3%
Equipment Replacement		6500	23,136.00	23,136.00	24,359.70	23,136.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>623,305.24</b>	<b>623,305.24</b>	<b>68,755.99</b>	<b>80,636.00</b>	<b>542,669.24</b>	<b>87.1%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	327,632.00	327,632.00	91,738.00	308,730.00	18,902.00	5.8%
Payments to County Offices		7142	1,928,658.00	1,928,658.00	478,872.00	1,876,406.00	52,252.00	2.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>2,256,290.00</b>	<b>2,256,290.00</b>	<b>570,610.00</b>	<b>2,185,136.00</b>	<b>71,154.00</b>	<b>3.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	79,500.00	79,500.00	0.00	147,917.00	(68,417.00)	-86.1%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>79,500.00</b>	<b>79,500.00</b>	<b>0.00</b>	<b>147,917.00</b>	<b>(68,417.00)</b>	<b>-86.1%</b>
<b>TOTAL, EXPENDITURES</b>			<b>17,865,364.83</b>	<b>17,865,364.83</b>	<b>5,831,478.72</b>	<b>18,239,315.53</b>	<b>(373,950.70)</b>	<b>-2.1%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	531,707.14	531,707.14	0.00	531,707.14	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>531,707.14</b>	<b>531,707.14</b>	<b>0.00</b>	<b>531,707.14</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	6,206,515.82	6,206,515.82	4,550,000.00	6,114,462.71	(92,053.11)	-1.5%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>6,206,515.82</b>	<b>6,206,515.82</b>	<b>4,550,000.00</b>	<b>6,114,462.71</b>	<b>(92,053.11)</b>	<b>-1.5%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>5,674,808.68</b>	<b>5,674,808.68</b>	<b>4,550,000.00</b>	<b>5,582,755.57</b>	<b>92,053.11</b>	<b>-1.6%</b>

Resource	Description	2021-22
		Projected Year Totals
3212	Elementary and Secondary School Emergen	11,064.54
3215	Governor's Emergency Education Relief Fun	58,241.74
6230	California Clean Energy Jobs Act	16,944.04
6266		893,362.00
6300	Lottery: Instructional Materials	172,328.34
6536	Special Ed: Dispute Prevention and Dispute	27,013.25
6537	Special Ed: Learning Recovery Support	216,659.00
7388	SB 117 COVID-19 LEA Response Funds	69,119.79
7422	In-Person Instruction (IPI) Grant	111,805.70
7425	Expanded Learning Opportunities (ELO) Gra	1,027,343.85
7426	Expanded Learning Opportunities (ELO) Gra	40,688.45
9010	Other Restricted Local	301,149.65
Total, Restricted Balance		<u>2,945,720.35</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	40,320,907.00	40,320,907.00	6,663,883.82	40,150,358.00	(170,549.00)	-0.4%
2) Federal Revenue		8100-8299	3,736,165.75	3,736,165.75	56,556.96	3,387,904.96	(348,260.79)	-9.3%
3) Other State Revenue		8300-8599	5,919,004.00	5,919,004.00	3,020,909.58	7,266,289.00	1,347,285.00	22.8%
4) Other Local Revenue		8600-8799	4,018,272.35	4,018,272.35	975,783.08	4,908,150.98	889,878.63	22.1%
5) TOTAL, REVENUES			53,994,349.10	53,994,349.10	10,717,133.44	55,712,702.94		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	21,157,524.44	21,157,524.44	4,534,996.53	21,281,748.96	(124,224.52)	-0.6%
2) Classified Salaries		2000-2999	7,429,370.45	7,429,370.45	2,187,795.87	7,545,949.72	(116,579.27)	-1.6%
3) Employee Benefits		3000-3999	13,056,612.74	13,056,612.74	4,993,031.48	13,334,566.53	(277,953.79)	-2.1%
4) Books and Supplies		4000-4999	2,163,129.02	2,163,129.02	471,201.40	3,697,824.87	(1,534,695.85)	-70.9%
5) Services and Other Operating Expenditures		5000-5999	3,750,607.50	3,750,607.50	1,552,949.72	4,136,800.77	(386,193.27)	-10.3%
6) Capital Outlay		6000-6999	778,305.24	778,305.24	84,034.24	243,234.00	535,071.24	68.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,256,290.00	2,256,290.00	570,610.00	2,185,136.00	71,154.00	3.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(107,000.00)	(107,000.00)	0.00	(72,010.00)	(34,990.00)	32.7%
9) TOTAL, EXPENDITURES			50,484,839.39	50,484,839.39	14,394,619.24	52,353,250.85		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,509,509.71	3,509,509.71	(3,677,485.80)	3,359,452.09		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,881,707.14	2,881,707.14	0.00	1,531,707.14	1,350,000.00	46.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,881,707.14)	(2,881,707.14)	0.00	(1,531,707.14)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			627,802.57	627,802.57	(3,677,485.80)	1,827,744.95		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	15,097,182.20	15,097,182.20		15,734,734.34	637,552.14	4.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,097,182.20	15,097,182.20		15,734,734.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,097,182.20	15,097,182.20		15,734,734.34		
2) Ending Balance, June 30 (E + F1e)			15,724,984.77	15,724,984.77		17,562,479.29		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,500.00	15,500.00		15,500.00		
Stores		9712	31,459.00	31,459.00		31,459.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,402,950.13	2,402,950.13		2,945,720.35		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	10,447,075.64	10,447,075.64		11,745,156.94		
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
Set aside for economic downturn	0000	9760	4,947,075.64					
TK Expansion Planning	0000	9760	1,500,000.00					
Strategic Plan	0000	9760	2,000,000.00					
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
Set aside for economic downturn	0000	9760		4,947,075.64				
TK Expansion Planning	0000	9760		1,500,000.00				
Strategic Plan	0000	9760		2,000,000.00				
Technology Update	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
Set aside for economic downturn/declir	0000	9760				5,072,201.32		
TK Expansion Planning	0000	9760				1,500,000.00		
Strategic Plan	0000	9760				3,172,955.62		
d) Assigned								
Other Assignments		9780	1,218,000.00	1,218,000.00		1,194,643.00		
LCAP Carryover	0000	9780	900,000.00					
Site Donation Accounts	0000	9780	200,000.00					
Compensated Absences	0000	9780	50,000.00					
CTE Match Requirement	0000	9780	68,000.00					
LCAP Carryover	0000	9780		900,000.00				
Site Donation Accounts	0000	9780		200,000.00				
Compensated Absences	0000	9780		50,000.00				
CTE Match Requirement	0000	9780		68,000.00				
LCAP Carryover	0000	9780				876,643.00		
Site Donation Accounts	0000	9780				200,000.00		
Compensated Absences	0000	9780				50,000.00		
CTE Match Requirement	0000	9780				68,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,610,000.00	1,610,000.00		1,630,000.00		

2021-22 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	17,433,904.00	17,433,904.00	4,887,770.00	17,246,844.00	(187,060.00)	-1.1%
Education Protection Account State Aid - Current Year		8012	7,896,990.00	7,896,990.00	1,774,842.00	7,714,631.00	(182,359.00)	-2.3%
State Aid - Prior Years		8019	(60,000.00)	(60,000.00)	(125,712.82)	(60,000.00)	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,158.00	55,158.00	0.00	53,426.00	(1,732.00)	-3.1%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	13,042,503.00	13,042,503.00	(19,288.47)	13,292,695.00	250,192.00	1.9%
Unsecured Roll Taxes		8042	440,472.00	440,472.00	445,127.12	452,487.00	12,015.00	2.7%
Prior Years' Taxes		8043	25,984.00	25,984.00	18,090.45	12,555.00	(13,429.00)	-51.7%
Supplemental Taxes		8044	822,950.00	822,950.00	145,141.54	503,941.00	(319,009.00)	-38.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,158,367.00	2,158,367.00	0.00	2,150,976.00	(7,391.00)	-0.3%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			41,816,328.00	41,816,328.00	7,125,969.82	41,367,555.00	(448,773.00)	-1.1%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,732,465.00)	(2,732,465.00)	(455,317.00)	(2,470,752.00)	261,713.00	-9.6%
Property Taxes Transfers		8097	1,237,044.00	1,237,044.00	(6,769.00)	1,253,555.00	16,511.00	1.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>40,320,907.00</b>	<b>40,320,907.00</b>	<b>6,663,883.82</b>	<b>40,150,358.00</b>	<b>(170,549.00)</b>	<b>-0.4%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	970,918.00	970,918.00	4,048.00	970,918.00	0.00	0.0%
Special Education Discretionary Grants		8182	38,642.00	38,642.00	(38,642.00)	38,642.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	591,106.00	591,106.00	(185,291.04)	655,162.00	64,056.00	10.8%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	251,146.00	251,146.00	59,384.93	234,039.00	(17,107.00)	-6.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	86,129.75	86,129.75	(37,913.26)	83,077.75	(3,052.00)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	35,641.00	35,641.00	429.41	52,080.00	16,439.00	46.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,762,583.00	1,762,583.00	254,540.92	1,353,986.21	(408,596.79)	-23.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,736,165.75</b>	<b>3,736,165.75</b>	<b>56,556.96</b>	<b>3,387,904.96</b>	<b>(348,260.79)</b>	<b>-9.3%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	132,107.00	132,107.00	0.00	132,107.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	825,000.00	825,000.00	(23,739.75)	825,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	168,959.00	168,959.00	(428.23)	168,959.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,792,938.00	4,792,938.00	3,045,077.56	6,140,223.00	1,347,285.00	28.1%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>5,919,004.00</b>	<b>5,919,004.00</b>	<b>3,020,909.58</b>	<b>7,266,289.00</b>	<b>1,347,285.00</b>	<b>22.8%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	125,000.00	125,000.00	37,575.08	65,000.00	(60,000.00)	-48.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,436,399.35	1,436,399.35	207,567.97	2,212,485.98	776,086.63	54.0%
Tuition		8710	544,176.00	544,176.00	121,279.00	535,688.00	(8,488.00)	-1.6%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	1,912,697.00	1,912,697.00	609,361.03	2,094,977.00	182,280.00	9.5%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,018,272.35</b>	<b>4,018,272.35</b>	<b>975,783.08</b>	<b>4,908,150.98</b>	<b>889,878.63</b>	<b>22.1%</b>
<b>TOTAL, REVENUES</b>			<b>53,994,349.10</b>	<b>53,994,349.10</b>	<b>10,717,133.44</b>	<b>55,712,702.94</b>	<b>1,718,353.84</b>	<b>3.2%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	17,617,007.02	17,617,007.02	3,488,398.77	17,797,043.74	(180,036.72)	-1.0%
Certificated Pupil Support Salaries		1200	757,922.45	757,922.45	221,725.08	793,750.44	(35,827.99)	-4.7%
Certificated Supervisors' and Administrators' Salaries		1300	2,604,333.97	2,604,333.97	797,255.86	2,505,193.78	99,140.19	3.8%
Other Certificated Salaries		1900	178,261.00	178,261.00	27,616.82	185,761.00	(7,500.00)	-4.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>21,157,524.44</b>	<b>21,157,524.44</b>	<b>4,534,996.53</b>	<b>21,281,748.96</b>	<b>(124,224.52)</b>	<b>-0.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,712,110.54	1,712,110.54	463,550.48	1,732,187.37	(20,076.83)	-1.2%
Classified Support Salaries		2200	2,943,283.74	2,943,283.74	874,169.84	2,949,982.07	(6,698.33)	-0.2%
Classified Supervisors' and Administrators' Salaries		2300	629,224.49	629,224.49	216,443.36	692,873.60	(63,649.11)	-10.1%
Clerical, Technical and Office Salaries		2400	1,980,162.15	1,980,162.15	587,780.90	2,010,386.22	(30,224.07)	-1.5%
Other Classified Salaries		2900	164,589.53	164,589.53	45,851.29	160,520.46	4,069.07	2.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>7,429,370.45</b>	<b>7,429,370.45</b>	<b>2,187,795.87</b>	<b>7,545,949.72</b>	<b>(116,579.27)</b>	<b>-1.6%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	5,643,426.54	5,643,426.54	2,721,423.69	5,645,261.56	(1,835.02)	0.0%
PERS		3201-3202	1,466,699.73	1,466,699.73	404,284.45	1,406,660.26	60,039.47	4.1%
OASDI/Medicare/Alternative		3301-3302	744,672.95	744,672.95	207,322.98	756,568.23	(11,895.28)	-1.6%
Health and Welfare Benefits		3401-3402	3,972,561.29	3,972,561.29	811,577.37	3,950,869.04	21,692.25	0.5%
Unemployment Insurance		3501-3502	334,691.03	334,691.03	31,505.99	147,438.56	187,252.47	55.9%
Workers' Compensation		3601-3602	285,440.20	285,440.20	67,111.85	285,399.04	41.16	0.0%
OPEB, Allocated		3701-3702	569,874.20	569,874.20	739,453.46	1,095,290.90	(525,416.70)	-92.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	39,246.80	39,246.80	10,351.69	47,078.94	(7,832.14)	-20.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>13,056,612.74</b>	<b>13,056,612.74</b>	<b>4,993,031.48</b>	<b>13,334,566.53</b>	<b>(277,953.79)</b>	<b>-2.1%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	65,000.00	65,000.00	37,617.16	45,000.00	20,000.00	30.8%
Books and Other Reference Materials		4200	19,290.00	19,290.00	6,630.43	19,290.00	0.00	0.0%
Materials and Supplies		4300	1,698,903.86	1,698,903.86	407,330.41	2,959,794.75	(1,260,890.89)	-74.2%
Noncapitalized Equipment		4400	379,935.16	379,935.16	19,623.40	673,740.12	(293,804.96)	-77.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>2,163,129.02</b>	<b>2,163,129.02</b>	<b>471,201.40</b>	<b>3,697,824.87</b>	<b>(1,534,695.85)</b>	<b>-70.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	651,673.00	651,673.00	139,532.50	594,217.00	57,456.00	8.8%
Travel and Conferences		5200	151,242.42	151,242.42	39,779.64	179,665.49	(28,423.07)	-18.8%
Dues and Memberships		5300	35,930.00	35,930.00	25,776.57	35,930.00	0.00	0.0%
Insurance		5400-5450	437,783.00	437,783.00	412,474.01	437,783.00	0.00	0.0%
Operations and Housekeeping Services		5500	811,500.00	811,500.00	185,577.12	860,000.00	(48,500.00)	-6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	303,380.36	303,380.36	113,406.62	346,075.95	(42,695.59)	-14.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,956,663.79)	(1,956,663.79)	(529,956.38)	(1,779,811.13)	(176,852.66)	9.0%
Professional/Consulting Services and Operating Expenditures		5800	3,124,875.63	3,124,875.63	1,105,216.09	3,257,936.58	(133,060.95)	-4.3%
Communications		5900	190,886.88	190,886.88	61,143.55	205,003.88	(14,117.00)	-7.4%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,750,607.50</b>	<b>3,750,607.50</b>	<b>1,552,949.72</b>	<b>4,136,800.77</b>	<b>(386,193.27)</b>	<b>-10.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	2,860.00	2,800.00	(2,800.00)	New
Buildings and Improvements of Buildings		6200	12,500.00	12,500.00	0.00	12,500.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	742,669.24	742,669.24	54,745.76	202,698.00	539,971.24	72.7%
Equipment Replacement		6500	23,136.00	23,136.00	26,428.48	25,236.00	(2,100.00)	-9.1%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>778,305.24</b>	<b>778,305.24</b>	<b>84,034.24</b>	<b>243,234.00</b>	<b>535,071.24</b>	<b>68.7%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	327,632.00	327,632.00	91,738.00	308,730.00	18,902.00	5.8%
Payments to County Offices		7142	1,928,658.00	1,928,658.00	478,872.00	1,876,406.00	52,252.00	2.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>2,256,290.00</b>	<b>2,256,290.00</b>	<b>570,610.00</b>	<b>2,185,136.00</b>	<b>71,154.00</b>	<b>3.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	(10.00)		
Transfers of Indirect Costs - Interfund		7350	(107,000.00)	(107,000.00)	0.00	(72,000.00)	(35,000.00)	32.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(107,000.00)</b>	<b>(107,000.00)</b>	<b>0.00</b>	<b>(72,010.00)</b>	<b>(34,990.00)</b>	<b>32.7%</b>
<b>TOTAL, EXPENDITURES</b>			<b>50,484,839.39</b>	<b>50,484,839.39</b>	<b>14,394,619.24</b>	<b>52,353,250.85</b>	<b>(1,868,411.46)</b>	<b>-3.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	2,881,707.14	2,881,707.14	0.00	1,531,707.14	1,350,000.00	46.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,881,707.14	2,881,707.14	0.00	1,531,707.14	1,350,000.00	46.8%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(2,881,707.14)	(2,881,707.14)	0.00	(1,531,707.14)	(1,350,000.00)	-46.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	8,325,494.00	8,325,494.00	1,901,566.82	7,487,145.00	(838,349.00)	-10.1%
2) Federal Revenue		8100-8299	32,201.00	32,201.00	0.00	32,201.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,015,053.42	1,015,053.42	403,576.89	1,141,593.42	126,540.00	12.5%
4) Other Local Revenue		8600-8799	171,501.00	171,501.00	50,324.45	225,846.46	54,345.46	31.7%
5) TOTAL, REVENUES			9,544,249.42	9,544,249.42	2,355,468.16	8,886,785.88		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,676,145.26	3,676,145.26	724,537.43	3,440,833.05	235,312.21	6.4%
2) Classified Salaries		2000-2999	599,855.46	599,855.46	143,292.16	534,598.29	65,257.17	10.9%
3) Employee Benefits		3000-3999	1,844,939.56	1,844,939.56	675,853.31	1,785,877.24	59,062.32	3.2%
4) Books and Supplies		4000-4999	598,082.92	598,082.92	86,173.87	600,004.78	(1,921.86)	-0.3%
5) Services and Other Operating Expenditures		5000-5999	2,472,166.18	2,472,166.18	741,071.86	2,277,978.37	194,187.81	7.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,191,189.38	9,191,189.38	2,370,928.63	8,639,291.73		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			353,060.04	353,060.04	(15,460.47)	247,494.15		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	185,000.00	185,000.00	0.00	0.00	185,000.00	100.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(185,000.00)	(185,000.00)	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			168,060.04	168,060.04	(15,460.47)	247,494.15		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,259,042.72	2,259,042.72		2,433,679.96	174,637.24	7.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,259,042.72	2,259,042.72		2,433,679.96		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,259,042.72	2,259,042.72		2,433,679.96		
2) Ending Balance, June 30 (E + F1e)			2,427,102.76	2,427,102.76		2,681,174.11		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			262,639.29	262,639.29		446,883.68		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,164,463.47	2,164,463.47		2,234,290.43		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	3,777,624.00	3,777,624.00	899,042.00	3,402,367.00	(375,257.00)	-9.9%
Education Protection Account State Aid - Current Year		8012	1,830,405.00	1,830,405.00	466,298.00	1,629,026.00	(201,379.00)	-11.0%
State Aid - Prior Years		8019	(15,000.00)	(15,000.00)	80,909.82	(15,000.00)	0.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,732,465.00	2,732,465.00	455,317.00	2,470,752.00	(261,713.00)	-9.6%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>8,325,494.00</b>	<b>8,325,494.00</b>	<b>1,901,566.82</b>	<b>7,487,145.00</b>	<b>(838,349.00)</b>	<b>-10.1%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	32,201.00	32,201.00	0.00	32,201.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>32,201.00</b>	<b>32,201.00</b>	<b>0.00</b>	<b>32,201.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	29,919.00	29,919.00	0.00	29,919.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	158,952.42	158,952.42	(5,140.19)	158,952.42	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	826,182.00	826,182.00	408,717.08	952,722.00	126,540.00	15.3%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,015,053.42</b>	<b>1,015,053.42</b>	<b>403,576.89</b>	<b>1,141,593.42</b>	<b>126,540.00</b>	<b>12.5%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	13,000.00	13,000.00	1,934.70	7,000.00	(6,000.00)	-46.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	158,501.00	158,501.00	48,389.75	218,846.46	60,345.46	38.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>171,501.00</b>	<b>171,501.00</b>	<b>50,324.45</b>	<b>225,846.46</b>	<b>54,345.46</b>	<b>31.7%</b>
<b>TOTAL, REVENUES</b>			<b>9,544,249.42</b>	<b>9,544,249.42</b>	<b>2,355,468.16</b>	<b>8,886,785.88</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	2,999,009.48	2,999,009.48	548,680.49	2,855,015.37	143,994.11	4.8%
Certificated Pupil Support Salaries		1200	257,087.06	257,087.06	73,106.28	223,018.96	34,068.10	13.3%
Certificated Supervisors' and Administrators' Salaries		1300	358,369.78	358,369.78	100,678.66	301,119.78	57,250.00	16.0%
Other Certificated Salaries		1900	61,678.94	61,678.94	2,072.00	61,678.94	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,676,145.26</b>	<b>3,676,145.26</b>	<b>724,537.43</b>	<b>3,440,833.05</b>	<b>235,312.21</b>	<b>6.4%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	46,534.23	46,534.23	4,055.82	20,802.25	25,731.98	55.3%
Classified Support Salaries		2200	269,454.49	269,454.49	80,111.32	254,104.40	15,350.09	5.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	226,570.00	226,570.00	54,734.76	204,305.02	22,264.98	9.8%
Other Classified Salaries		2900	57,296.74	57,296.74	4,390.26	55,386.62	1,910.12	3.3%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>599,855.46</b>	<b>599,855.46</b>	<b>143,292.16</b>	<b>534,598.29</b>	<b>65,257.17</b>	<b>10.9%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	927,404.10	927,404.10	420,250.72	885,609.94	41,794.16	4.5%
PERS		3201-3202	138,948.52	138,948.52	29,815.34	130,481.84	8,466.68	6.1%
OASDI/Medicare/Alternative		3301-3302	93,732.15	93,732.15	20,316.94	88,761.18	4,970.97	5.3%
Health and Welfare Benefits		3401-3402	567,710.11	567,710.11	102,625.23	511,798.47	55,911.64	9.8%
Unemployment Insurance		3501-3502	50,134.71	50,134.71	4,129.73	20,960.44	29,174.27	58.2%
Workers' Compensation		3601-3602	42,757.17	42,757.17	8,664.03	39,496.89	3,260.28	7.6%
OPEB, Allocated		3701-3702	22,555.20	22,555.20	89,511.04	107,555.20	(85,000.00)	-376.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,697.60	1,697.60	540.28	1,213.28	484.32	28.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,844,939.56</b>	<b>1,844,939.56</b>	<b>675,853.31</b>	<b>1,785,877.24</b>	<b>59,062.32</b>	<b>3.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	54,000.00	54,000.00	50,458.81	74,000.00	(20,000.00)	-37.0%
Books and Other Reference Materials		4200	2,170.50	2,170.50	0.00	2,170.50	0.00	0.0%
Materials and Supplies		4300	396,475.96	396,475.96	33,109.97	456,739.02	(60,263.06)	-15.2%
Noncapitalized Equipment		4400	145,436.46	145,436.46	2,605.09	67,095.26	78,341.20	53.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>598,082.92</b>	<b>598,082.92</b>	<b>86,173.87</b>	<b>600,004.78</b>	<b>(1,921.86)</b>	<b>-0.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	12,862.38	12,862.38	918.39	12,398.28	464.10	3.6%
Dues and Memberships		5300	1,238.04	1,238.04	7,147.98	6,289.54	(5,051.50)	-408.0%
Insurance		5400-5450	70,350.00	70,350.00	69,118.27	70,350.00	0.00	0.0%
Operations and Housekeeping Services		5500	189,816.25	189,816.25	37,662.65	183,216.25	6,600.00	3.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	25,500.00	25,500.00	5,308.24	22,600.00	2,900.00	11.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,954,905.22	1,954,905.22	529,394.62	1,763,052.56	191,852.66	9.8%
Professional/Consulting Services and Operating Expenditures		5800	186,901.01	186,901.01	84,026.27	201,860.46	(14,959.45)	-8.0%
Communications		5900	30,593.28	30,593.28	7,495.44	18,211.28	12,382.00	40.5%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,472,166.18</b>	<b>2,472,166.18</b>	<b>741,071.86</b>	<b>2,277,978.37</b>	<b>194,187.81</b>	<b>7.9%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			9,191,189.38	9,191,189.38	2,370,928.63	8,639,291.73		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	185,000.00	185,000.00	0.00	0.00	185,000.00	100.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			185,000.00	185,000.00	0.00	0.00	185,000.00	100.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(185,000.00)	(185,000.00)	0.00	0.00		

<b>Resource</b>	<b>Description</b>	<b>2021/22 Projected Year Totals</b>
3215	Governor's Emergency Education Relief Fund: Learning Loss	32,201.00
6230	California Clean Energy Jobs Act	5,879.00
6266		126,540.00
6300	Lottery: Instructional Materials	42,337.44
7388	SB 117 COVID-19 LEA Response Funds	8,783.00
7422	In-Person Instruction (IPI) Grant	75,116.16
7425	Expanded Learning Opportunities (ELO) Grant	117,665.29
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessi	35,857.11
9010	Other Restricted Local	2,504.68
Total, Restricted Balance		446,883.68

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	252,119.00	252,119.00	93,735.00	254,911.08	2,792.08	1.1%
4) Other Local Revenue		8600-8799	0.00	0.00	10.66	0.00	0.00	0.0%
5) TOTAL, REVENUES			252,119.00	252,119.00	93,745.66	254,911.08		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,743.06	3,743.06	1,247.04	3,741.12	1.94	0.1%
2) Classified Salaries		2000-2999	147,053.23	147,053.23	40,127.38	147,033.35	19.88	0.0%
3) Employee Benefits		3000-3999	64,418.21	64,418.21	15,641.19	64,017.20	401.01	0.6%
4) Books and Supplies		4000-4999	34,330.50	34,330.50	2,540.99	38,334.41	(4,003.91)	-11.7%
5) Services and Other Operating Expenditures		5000-5999	3,804.00	3,804.00	851.51	3,015.00	789.00	20.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	12,000.00	12,000.00	0.00	12,000.00	0.00	0.0%
9) TOTAL, EXPENDITURES			265,349.00	265,349.00	60,408.11	268,141.08		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(13,230.00)	(13,230.00)	33,337.55	(13,230.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(13,230.00)	(13,230.00)	33,337.55	(13,230.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	13,230.00	13,230.00		13,531.33	301.33	2.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,230.00	13,230.00		13,531.33		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,230.00	13,230.00		13,531.33		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		301.33		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		301.33		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	228,769.00	228,769.00	93,485.00	228,769.00	0.00	0.0%
All Other State Revenue	All Other	8590	23,350.00	23,350.00	250.00	26,142.08	2,792.08	12.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>252,119.00</b>	<b>252,119.00</b>	<b>93,735.00</b>	<b>254,911.08</b>	<b>2,792.08</b>	<b>1.1%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	10.66	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>10.66</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>252,119.00</b>	<b>252,119.00</b>	<b>93,745.66</b>	<b>254,911.08</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	3,743.06	3,743.06	1,247.04	3,741.12	1.94	0.1%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,743.06</b>	<b>3,743.06</b>	<b>1,247.04</b>	<b>3,741.12</b>	<b>1.94</b>	<b>0.1%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	134,509.93	134,509.93	36,314.10	134,490.60	19.33	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	12,543.30	12,543.30	3,813.28	12,542.75	0.55	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>147,053.23</b>	<b>147,053.23</b>	<b>40,127.38</b>	<b>147,033.35</b>	<b>19.88</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	983.33	983.33	461.00	983.00	0.33	0.0%
PERS		3201-3202	20,512.25	20,512.25	5,723.40	20,383.63	128.62	0.6%
OASDI/Medicare/Alternative		3301-3302	8,793.23	8,793.23	2,504.55	8,637.81	155.42	1.8%
Health and Welfare Benefits		3401-3402	29,847.10	29,847.10	6,124.57	30,622.33	(775.23)	-2.6%
Unemployment Insurance		3501-3502	1,704.03	1,704.03	192.55	803.34	900.69	52.9%
Workers' Compensation		3601-3602	1,453.27	1,453.27	403.94	1,431.19	22.08	1.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,125.00	1,125.00	231.18	1,155.90	(30.90)	-2.7%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>64,418.21</b>	<b>64,418.21</b>	<b>15,641.19</b>	<b>64,017.20</b>	<b>401.01</b>	<b>0.6%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	3,000.00	(3,000.00)	New
Materials and Supplies		4300	14,330.50	14,330.50	2,540.99	25,542.33	(11,211.83)	-78.2%
Noncapitalized Equipment		4400	20,000.00	20,000.00	0.00	9,792.08	10,207.92	51.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>34,330.50</b>	<b>34,330.50</b>	<b>2,540.99</b>	<b>38,334.41</b>	<b>(4,003.91)</b>	<b>-11.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	1.71	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	804.00	804.00	844.80	0.00	804.00	100.0%
Communications		5900	0.00	0.00	5.00	15.00	(15.00)	New
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,804.00</b>	<b>3,804.00</b>	<b>851.51</b>	<b>3,015.00</b>	<b>789.00</b>	<b>20.7%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	12,000.00	12,000.00	0.00	12,000.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>12,000.00</b>	<b>12,000.00</b>	<b>0.00</b>	<b>12,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>265,349.00</b>	<b>265,349.00</b>	<b>60,408.11</b>	<b>268,141.08</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,475,000.00	1,475,000.00	190,944.09	2,075,000.00	600,000.00	40.7%
3) Other State Revenue		8300-8599	86,000.00	86,000.00	28,272.97	110,000.00	24,000.00	27.9%
4) Other Local Revenue		8600-8799	107,500.00	107,500.00	3,571.55	81,000.00	(26,500.00)	-24.7%
5) TOTAL, REVENUES			1,668,500.00	1,668,500.00	222,788.61	2,266,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	750,787.58	750,787.58	207,157.63	772,509.75	(21,722.17)	-2.9%
3) Employee Benefits		3000-3999	308,542.64	308,542.64	68,164.85	291,233.94	17,308.70	5.6%
4) Books and Supplies		4000-4999	769,997.48	769,997.48	211,542.12	894,997.48	(125,000.00)	-16.2%
5) Services and Other Operating Expenditures		5000-5999	115,759.87	115,759.87	28,736.79	129,789.19	(14,029.32)	-12.1%
6) Capital Outlay		6000-6999	40,000.00	40,000.00	15,551.67	80,000.00	(40,000.00)	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	95,000.00	95,000.00	0.00	60,000.00	35,000.00	36.8%
9) TOTAL, EXPENDITURES			2,080,087.57	2,080,087.57	531,153.06	2,228,530.36		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(411,587.57)	(411,587.57)	(308,364.45)	37,469.64		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(411,587.57)	(411,587.57)	(308,364.45)	37,469.64		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,298,926.63	1,298,926.63		1,906,856.91	607,930.28	46.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,298,926.63	1,298,926.63		1,906,856.91		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,298,926.63	1,298,926.63		1,906,856.91		
2) Ending Balance, June 30 (E + F1e)			887,339.06	887,339.06		1,944,326.55		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			887,339.06	887,339.06		1,944,326.55		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,475,000.00	1,475,000.00	190,944.09	2,075,000.00	600,000.00	40.7%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,475,000.00</b>	<b>1,475,000.00</b>	<b>190,944.09</b>	<b>2,075,000.00</b>	<b>600,000.00</b>	<b>40.7%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	86,000.00	86,000.00	28,272.97	110,000.00	24,000.00	27.9%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>86,000.00</b>	<b>86,000.00</b>	<b>28,272.97</b>	<b>110,000.00</b>	<b>24,000.00</b>	<b>27.9%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	100,000.00	100,000.00	0.00	75,000.00	(25,000.00)	-25.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	7,500.00	7,500.00	1,628.48	6,000.00	(1,500.00)	-20.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	1,943.07	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>107,500.00</b>	<b>107,500.00</b>	<b>3,571.55</b>	<b>81,000.00</b>	<b>(26,500.00)</b>	<b>-24.7%</b>
<b>TOTAL, REVENUES</b>			<b>1,668,500.00</b>	<b>1,668,500.00</b>	<b>222,788.61</b>	<b>2,266,000.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	591,775.65	591,775.65	169,878.91	620,382.66	(28,607.01)	-4.8%
Classified Supervisors' and Administrators' Salaries		2300	107,404.42	107,404.42	25,924.98	100,924.98	6,479.44	6.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	51,607.51	51,607.51	11,353.74	51,202.11	405.40	0.8%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>750,787.58</b>	<b>750,787.58</b>	<b>207,157.63</b>	<b>772,509.75</b>	<b>(21,722.17)</b>	<b>-2.9%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	125,300.80	125,300.80	33,738.64	129,937.94	(4,637.14)	-3.7%
OASDI/Medicare/Alternative		3301-3302	49,869.65	49,869.65	13,527.71	45,690.43	4,179.22	8.4%
Health and Welfare Benefits		3401-3402	110,564.30	110,564.30	16,460.32	96,301.60	14,262.70	12.9%
Unemployment Insurance		3501-3502	9,167.98	9,167.98	1,004.62	4,462.95	4,705.03	51.3%
Workers' Compensation		3601-3602	7,818.91	7,818.91	2,109.43	8,006.49	(187.58)	-2.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,821.00	5,821.00	1,324.13	6,834.53	(1,013.53)	-17.4%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>308,542.64</b>	<b>308,542.64</b>	<b>68,164.85</b>	<b>291,233.94</b>	<b>17,308.70</b>	<b>5.6%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	64,997.48	64,997.48	28,473.83	64,997.48	0.00	0.0%
Noncapitalized Equipment		4400	30,000.00	30,000.00	6,678.63	30,000.00	0.00	0.0%
Food		4700	675,000.00	675,000.00	176,389.66	800,000.00	(125,000.00)	-18.5%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>769,997.48</b>	<b>769,997.48</b>	<b>211,542.12</b>	<b>894,997.48</b>	<b>(125,000.00)</b>	<b>-16.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,151.30	3,151.30	649.49	1,330.62	1,820.68	57.8%
Dues and Memberships		5300	750.00	750.00	589.67	750.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,200.00	2,200.00	939.99	3,500.00	(1,300.00)	-59.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	29,600.00	29,600.00	5,833.34	29,600.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(12,741.43)	(12,741.43)	560.05	2,258.57	(15,000.00)	117.7%
Professional/Consulting Services and Operating Expenditures		5800	92,200.00	92,200.00	20,014.25	92,200.00	0.00	0.0%
Communications		5900	600.00	600.00	150.00	150.00	450.00	75.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>115,759.87</b>	<b>115,759.87</b>	<b>28,736.79</b>	<b>129,789.19</b>	<b>(14,029.32)</b>	<b>-12.1%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	15,551.67	40,000.00	(40,000.00)	New
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>40,000.00</b>	<b>40,000.00</b>	<b>15,551.67</b>	<b>80,000.00</b>	<b>(40,000.00)</b>	<b>-100.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	95,000.00	95,000.00	0.00	60,000.00	35,000.00	36.8%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>95,000.00</b>	<b>95,000.00</b>	<b>0.00</b>	<b>60,000.00</b>	<b>35,000.00</b>	<b>36.8%</b>
<b>TOTAL, EXPENDITURES</b>			<b>2,080,087.57</b>	<b>2,080,087.57</b>	<b>531,153.06</b>	<b>2,228,530.36</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,000.00	20,000.00	4,846.53	20,000.00	0.00	0.0%
5) TOTAL, REVENUES			20,000.00	20,000.00	4,846.53	20,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	10,000.00	10,000.00	5,222.87	10,000.00	0.00	0.0%
3) Employee Benefits		3000-3999	3,138.90	3,138.90	156.64	3,138.90	0.00	0.0%
4) Books and Supplies		4000-4999	37,204.56	37,204.56	28,114.70	62,204.56	(25,000.00)	-67.2%
5) Services and Other Operating Expenditures		5000-5999	161,355.00	161,355.00	8,095.00	161,355.00	0.00	0.0%
6) Capital Outlay		6000-6999	1,117,385.66	1,117,385.66	560,293.52	1,117,385.66	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,329,084.12	1,329,084.12	601,882.73	1,354,084.12		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,309,084.12)	(1,309,084.12)	(597,036.20)	(1,334,084.12)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,531,707.14	1,531,707.14	0.00	1,531,707.14	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,531,707.14	1,531,707.14	0.00	1,531,707.14		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			222,623.02	222,623.02	(597,036.20)	197,623.02		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,817,750.01	4,817,750.01		5,295,456.98	477,706.97	9.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,817,750.01	4,817,750.01		5,295,456.98		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,817,750.01	4,817,750.01		5,295,456.98		
2) Ending Balance, June 30 (E + F1e)			5,040,373.03	5,040,373.03		5,493,080.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,040,373.03	5,040,373.03		5,493,080.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	4,846.53	20,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			20,000.00	20,000.00	4,846.53	20,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			20,000.00	20,000.00	4,846.53	20,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	10,000.00	10,000.00	5,222.87	10,000.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>10,000.00</b>	<b>10,000.00</b>	<b>5,222.87</b>	<b>10,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	2,291.00	2,291.00	0.00	2,291.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	620.00	620.00	75.73	620.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	123.00	123.00	26.12	123.00	0.00	0.0%
Workers' Compensation		3601-3602	104.90	104.90	54.79	104.90	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>3,138.90</b>	<b>3,138.90</b>	<b>156.64</b>	<b>3,138.90</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	37,204.56	37,204.56	15,184.70	37,204.56	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	12,930.00	25,000.00	(25,000.00)	New
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>37,204.56</b>	<b>37,204.56</b>	<b>28,114.70</b>	<b>62,204.56</b>	<b>(25,000.00)</b>	<b>-67.2%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	161,355.00	161,355.00	8,095.00	161,355.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>161,355.00</b>	<b>161,355.00</b>	<b>8,095.00</b>	<b>161,355.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	317,615.66	317,615.66	146,382.50	317,615.66	0.00	0.0%
Buildings and Improvements of Buildings		6200	339,850.00	339,850.00	163,610.33	339,850.00	0.00	0.0%
Equipment		6400	459,920.00	459,920.00	250,300.69	459,920.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,117,385.66</b>	<b>1,117,385.66</b>	<b>560,293.52</b>	<b>1,117,385.66</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>1,329,084.12</b>	<b>1,329,084.12</b>	<b>601,882.73</b>	<b>1,354,084.12</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	1,531,707.14	1,531,707.14	0.00	1,531,707.14	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			1,531,707.14	1,531,707.14	0.00	1,531,707.14	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			1,531,707.14	1,531,707.14	0.00	1,531,707.14		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	5.57	30.00	0.00	0.0%
5) TOTAL, REVENUES			30.00	30.00	5.57	30.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			30.00	30.00	5.57	30.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			30.00	30.00	5.57	30.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,760.82	5,760.82		5,761.22	0.40	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,760.82	5,760.82		5,761.22		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,760.82	5,760.82		5,761.22		
2) Ending Balance, June 30 (E + F1e)			5,790.82	5,790.82		5,791.22		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,790.82	5,790.82		5,791.22		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	30.00	30.00	5.57	30.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			30.00	30.00	5.57	30.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			30.00	30.00	5.57	30.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	110,000.00	110,000.00	18,412.56	75,000.00	(35,000.00)	-31.8%
5) TOTAL, REVENUES			110,000.00	110,000.00	18,412.56	75,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	60,000.00	60,000.00	2,256.29	60,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	7,196,221.70	7,196,221.70	2,652,838.09	7,196,221.70	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,256,221.70	7,256,221.70	2,655,094.38	7,256,221.70		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(7,146,221.70)	(7,146,221.70)	(2,636,681.82)	(7,181,221.70)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,250,000.00	1,250,000.00	0.00	1,250,000.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,896,221.70)	(5,896,221.70)	(2,636,681.82)	(5,931,221.70)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	18,496,568.85	18,496,568.85		19,167,940.22	671,371.37	3.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,496,568.85	18,496,568.85		19,167,940.22		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,496,568.85	18,496,568.85		19,167,940.22		
2) Ending Balance, June 30 (E + F1e)			12,600,347.15	12,600,347.15		13,236,718.52		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	4,725,057.90	4,725,057.90		13,236,718.52		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	7,875,289.25	7,875,289.25		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll								
Unsecured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
Penalties and Interest from Delinquent Non-LCFF Taxes		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	110,000.00	110,000.00	18,412.56	75,000.00	(35,000.00)	-31.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			110,000.00	110,000.00	18,412.56	75,000.00	(35,000.00)	-31.8%
<b>TOTAL, REVENUES</b>			110,000.00	110,000.00	18,412.56	75,000.00	(35,000.00)	-31.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	2,256.29	30,000.00	0.00	0.0%
Noncapitalized Equipment		4400	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			60,000.00	60,000.00	2,256.29	60,000.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	7,196,221.70	7,196,221.70	2,616,552.91	7,196,221.70	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	36,285.18	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>7,196,221.70</b>	<b>7,196,221.70</b>	<b>2,652,838.09</b>	<b>7,196,221.70</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL EXPENDITURES</b>			<b>7,256,221.70</b>	<b>7,256,221.70</b>	<b>2,655,094.38</b>	<b>7,256,221.70</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			1,250,000.00	1,250,000.00	0.00	1,250,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	896,000.00	896,000.00	109,190.29	284,500.00	(611,500.00)	-68.2%
5) TOTAL, REVENUES			896,000.00	896,000.00	109,190.29	284,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	18,750.00	18,750.00	0.00	28,750.00	(10,000.00)	-53.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			18,750.00	18,750.00	0.00	28,750.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			877,250.00	877,250.00	109,190.29	255,750.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,250,000.00)	(1,250,000.00)	0.00	(1,250,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(372,750.00)	(372,750.00)	109,190.29	(994,250.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	911,348.51	911,348.51		1,185,862.76	274,514.25	30.1%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			911,348.51	911,348.51		1,185,862.76		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			911,348.51	911,348.51		1,185,862.76		
2) Ending Balance, June 30 (E + F1e)			538,598.51	538,598.51		191,612.76		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	538,148.79	538,148.79		191,612.76		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	449.72	449.72		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	16,000.00	16,000.00	1,217.83	4,500.00	(11,500.00)	-71.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	880,000.00	880,000.00	107,972.46	280,000.00	(600,000.00)	-68.2%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>896,000.00</b>	<b>896,000.00</b>	<b>109,190.29</b>	<b>284,500.00</b>	<b>(611,500.00)</b>	<b>-68.2%</b>
<b>TOTAL, REVENUES</b>			<b>896,000.00</b>	<b>896,000.00</b>	<b>109,190.29</b>	<b>284,500.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	14,500.00	14,500.00	0.00	14,500.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,250.00	4,250.00	0.00	14,250.00	(10,000.00)	-235.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			18,750.00	18,750.00	0.00	28,750.00	(10,000.00)	-53.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL EXPENDITURES</b>			18,750.00	18,750.00	0.00	28,750.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			1,250,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			(1,250,000.00)	(1,250,000.00)	0.00	(1,250,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	168.46	600.00	(400.00)	-40.0%
5) TOTAL, REVENUES			1,000.00	1,000.00	168.46	600.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,000.00	3,000.00	0.00	3,000.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,000.00)	(2,000.00)	168.46	(2,400.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,000.00)	(2,000.00)	168.46	(2,400.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	174,580.70	174,580.70		174,263.07	(317.63)	-0.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			174,580.70	174,580.70		174,263.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			174,580.70	174,580.70		174,263.07		
2) Ending Balance, June 30 (E + F1e)			172,580.70	172,580.70		171,863.07		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	172,580.70	172,580.70		171,863.07		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	168.46	600.00	(400.00)	-40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,000.00	1,000.00	168.46	600.00	(400.00)	-40.0%
<b>TOTAL, REVENUES</b>			1,000.00	1,000.00	168.46	600.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			3,000.00	3,000.00	0.00	3,000.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	20,251.00	20,251.00	0.00	21,954.00	1,703.00	8.4%
4) Other Local Revenue		8600-8799	2,318,894.00	2,318,894.00	33,809.94	2,604,511.00	285,617.00	12.3%
5) TOTAL, REVENUES			2,339,145.00	2,339,145.00	33,809.94	2,626,465.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,729,238.00	2,729,238.00	1,723,699.14	2,891,846.00	(162,608.00)	-6.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,729,238.00	2,729,238.00	1,723,699.14	2,891,846.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(390,093.00)	(390,093.00)	(1,689,889.20)	(265,381.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(390,093.00)	(390,093.00)	(1,689,889.20)	(265,381.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,682,212.87	3,682,212.87		3,655,389.99	(26,822.88)	-0.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,682,212.87	3,682,212.87		3,655,389.99		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,682,212.87	3,682,212.87		3,655,389.99		
2) Ending Balance, June 30 (E + F1e)			3,292,119.87	3,292,119.87		3,390,008.99		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	3,292,119.87	3,292,119.87		3,390,008.99		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Voted Indebtedness Levies								
Homeowners' Exemptions		8571	20,251.00	20,251.00	0.00	21,954.00	1,703.00	8.4%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			20,251.00	20,251.00	0.00	21,954.00	1,703.00	8.4%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Voted Indebtedness Levies								
Secured Roll		8611	2,207,346.00	2,207,346.00	(2,769.71)	2,526,587.00	319,241.00	14.5%
Unsecured Roll		8612	31,848.00	31,848.00	27,832.41	28,424.00	(3,424.00)	-10.8%
Prior Years' Taxes		8613	0.00	0.00	2,712.97	0.00	0.00	0.0%
Supplemental Taxes		8614	49,400.00	49,400.00	3,586.33	33,800.00	(15,600.00)	-31.6%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	30,300.00	30,300.00	2,447.94	15,700.00	(14,600.00)	-48.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			2,318,894.00	2,318,894.00	33,809.94	2,604,511.00	285,617.00	12.3%
<b>TOTAL, REVENUES</b>			2,339,145.00	2,339,145.00	33,809.94	2,626,465.00		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Bond Redemptions		7433	1,570,000.00	1,570,000.00	1,035,000.00	1,535,000.00	35,000.00	2.2%
Bond Interest and Other Service Charges		7434	1,159,238.00	1,159,238.00	688,699.14	1,356,846.00	(197,608.00)	-17.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			2,729,238.00	2,729,238.00	1,723,699.14	2,891,846.00	(162,608.00)	-6.0%
<b>TOTAL, EXPENDITURES</b>			2,729,238.00	2,729,238.00	1,723,699.14	2,891,846.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund		7614	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,800.00	4,800.00	1,018.95	4,800.00	0.00	0.0%
5) TOTAL, REVENUES			4,800.00	4,800.00	1,018.95	4,800.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,800.00	4,800.00	1,018.95	4,800.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			4,800.00	4,800.00	1,018.95	4,800.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	82,845.04	82,845.04		83,226.55	381.51	0.5%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			82,845.04	82,845.04		83,226.55		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			82,845.04	82,845.04		83,226.55		
2) Ending Net Position, June 30 (E + F1e)			87,645.04	87,645.04		88,026.55		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	9,200.00	9,200.00		9,581.51		
b) Restricted Net Position		9797	78,445.04	78,445.04		78,445.04		
c) Unrestricted Net Position			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,800.00	4,800.00	1,018.95	4,800.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			4,800.00	4,800.00	1,018.95	4,800.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			4,800.00	4,800.00	1,018.95	4,800.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>DEPRECIATION AND AMORTIZATION</b>								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENSES</b>			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

	Object	Beginning Balances (Ref. Only)	Actuals Through the Month of (Enter Month Name):								
			July	August	September	October	November	December	January	February	
ACTUALS THROUGH THE MONTH OF (Enter Month Name):			OCTOBER								
<b>A. BEGINNING CASH</b>			9,623,628.00	10,005,690.99	12,738,784.60	12,202,823.62	10,788,656.16	10,882,116.86	18,070,123.27	16,139,278.02	
<b>B. RECEIPTS</b>											
LCFF/Revenue Limit Sources											
	8010-8019		1,865,672.00	121,422.20	2,984,807.98	1,564,997.00	1,546,815.96	3,475,473.71	1,546,815.96	1,587,630.94	
	8020-8079		0.00	116,132.39	0.00	472,938.25	1,552,304.00	6,201,228.00	0.00	0.00	
	8080-8099		(63,446.00)	56,677.00	(273,190.00)	(182,127.00)	(197,660.16)	(200,660.60)	(203,549.00)	(356,174.00)	
	8100-8299		(16,061.08)	22,795.00	90,877.26	(41,054.22)	1,000,000.00	455,538.57	32,421.00	732,674.00	
	8300-8599		(291,508.09)	0.00	808,419.61	2,503,998.06	116,952.00	1,750,000.00	603,260.00	(24,402.00)	
	8600-8799		(543,679.00)	603,550.31	536,033.92	379,877.85	244,783.00	318,829.00	391,653.00	489,567.00	
	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL RECEIPTS</b>			950,977.83	920,576.90	4,146,948.77	4,698,629.94	4,263,194.80	12,000,408.68	2,370,600.96	2,429,295.94	
<b>C. DISBURSEMENTS</b>											
	1000-1999		390,418.00	263,439.00	1,919,863.00	1,961,276.00	2,007,960.00	2,022,083.00	2,055,783.96	2,005,601.00	
	2000-2999		373,433.00	536,020.00	635,576.00	642,767.69	630,543.00	631,098.00	611,743.28	624,468.00	
	3000-3999		187,330.00	204,620.00	1,006,965.68	3,594,116.00	1,081,720.00	1,171,243.00	1,108,589.97	1,099,519.00	
	4000-4999		8,385.00	88,954.00	214,747.00	159,115.00	135,358.10	499,429.00	150,000.00	165,250.00	
	5000-5999		121,505.00	1,083,553.00	504,475.00	(156,584.00)	96,806.00	255,097.00	175,329.00	425,686.00	
	6000-6599		10,349.00	28,780.00	(15,170.00)	60,075.00	17,347.00	34,999.24	0.00	0.00	
	7000-7499		(183,749.00)	227,198.00	322,684.00	204,477.00	200,000.00	200,000.00	200,000.00	185,000.00	
	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL DISBURSEMENTS</b>			907,671.00	2,432,564.00	4,589,140.68	6,465,242.69	4,169,734.10	4,813,949.24	4,301,446.21	4,505,524.00	
<b>D. BALANCE SHEET ITEMS</b>											
<u>Assets and Deferred Outflows</u>											
	9111-9199	20,937.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	9200-9299	7,749,857.36	1,060,546.00	4,586,420.00	341,112.00	539,375.29	0.00	0.00	0.00	850,000.00	
	9310	370,218.96	0.00	301,733.76	64,689.00	0.00	0.00	3,796.20	0.00	0.00	
	9320	23,707.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>SUBTOTAL</b>			8,164,721.07	1,060,546.00	4,888,153.76	405,801.00	539,375.29	0.00	3,796.20	0.00	850,000.00
<u>Liabilities and Deferred Inflows</u>											
	9500-9599	746,862.76	714,043.96	32,803.05	(1,033.48)	0.00	0.00	1,049.23	0.00	0.00	
	9610	538,057.45	0.00	610,270.00	(72,213.45)	0.00	0.00	0.00	0.00	0.00	
	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	9650	768,693.78	7,745.88	0.00	572,817.00	186,930.00	0.00	1,200.00	0.00	0.00	
	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>SUBTOTAL</b>			2,053,613.99	721,789.84	643,073.05	499,570.07	186,930.00	0.00	2,249.23	0.00	0.00
<u>Nonoperating</u>											
	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL BALANCE SHEET ITEMS</b>			6,111,107.08	338,756.16	4,245,080.71	(93,769.07)	352,445.29	0.00	1,546.97	0.00	850,000.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			382,062.99	2,733,093.61	(535,960.98)	(1,414,167.46)	93,460.70	7,188,006.41	(1,930,845.25)	(1,226,228.06)	
<b>F. ENDING CASH (A + E)</b>			10,005,690.99	12,738,784.60	12,202,823.62	10,788,656.16	10,882,116.86	18,070,123.27	16,139,278.02	14,913,049.96	
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>											

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
OCTOBER									
A. BEGINNING CASH		14,913,049.96	15,479,727.39	21,420,375.40	19,025,883.01				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,516,288.69	1,587,630.94	1,587,630.94	1,928,657.75	1,587,630.94	0.00	24,901,475.01	24,901,475.00
Property Taxes	8020-8079	0.00	7,322,717.00	199,900.00	600,860.36	0.00	0.00	16,466,080.00	16,466,080.00
Miscellaneous Funds	8080-8099	(178,141.00)	(178,141.00)	(178,141.00)	331,033.00	406,322.76	0.00	(1,217,197.00)	(1,217,197.00)
Federal Revenue	8100-8299	157,949.00	249,482.00	0.00	303,213.00	400,070.43	0.00	3,387,904.96	3,387,904.96
Other State Revenue	8300-8599	671,950.74	388,965.00	150,000.00	248,478.00	340,175.68	0.00	7,266,289.00	7,266,289.00
Other Local Revenue	8600-8799	734,350.00	734,350.00	512,485.23	506,350.67	0.00	0.00	4,908,150.98	4,908,150.98
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		4,902,397.43	10,105,003.94	2,271,875.17	3,918,592.78	2,734,199.81	0.00	55,712,702.95	55,712,702.94
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,016,313.00	2,122,435.00	2,016,313.00	2,490,262.00	10,002.00	0.00	21,281,748.96	21,281,748.96
Classified Salaries	2000-2999	631,529.00	701,533.00	623,390.00	895,850.00	7,998.75	0.00	7,545,949.72	7,545,949.72
Employee Benefits	3000-3999	1,106,441.00	1,159,132.00	1,104,444.00	507,476.00	2,969.88	0.00	13,334,566.53	13,334,566.53
Books and Supplies	4000-4999	185,000.00	175,000.00	331,117.00	1,335,470.00	249,999.77	0.00	3,697,824.87	3,697,824.87
Services	5000-5999	211,437.00	193,660.00	299,249.80	896,587.00	29,999.97	0.00	4,136,800.77	4,136,800.77
Capital Outlay	6000-6599	0.00	0.00	106,853.76	0.00	0.00	0.00	243,234.00	243,234.00
Other Outgo	7000-7499	185,000.00	185,000.00	185,000.00	170,516.00	32,000.00	0.00	2,113,126.00	2,113,126.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	1,531,707.14	0.00	0.00	1,531,707.14	1,531,707.14
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		4,335,720.00	4,536,760.00	4,666,367.56	7,827,868.14	332,970.37	0.00	53,884,957.99	53,884,957.99
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	20,937.00	0.00	0.00	20,937.00	
Accounts Receivable	9200-9299	0.00	372,404.07	0.00	0.00	0.00	0.00	7,749,857.36	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	370,218.96	
Stores	9320	0.00	0.00	0.00	23,707.75	0.00	0.00	23,707.75	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	372,404.07	0.00	44,644.75	0.00	0.00	8,164,721.07	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	746,862.76	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	538,056.55	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	768,692.88	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,053,612.19	
<u>Nonoperating</u>									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		0.00	372,404.07	0.00	44,644.75	0.00	0.00	6,111,108.88	
E. NET INCREASE/DECREASE (B - C + D)		566,677.43	5,940,648.01	(2,394,492.39)	(3,864,630.61)	2,401,229.44	0.00	7,938,853.84	1,827,744.95
F. ENDING CASH (A + E)		15,479,727.39	21,420,375.40	19,025,883.01	15,161,252.40				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								17,562,481.84	

	Object	Beginning Balances (Ref. Only)	Actuals Through the Month of (Enter Month Name):							
			July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):			OCTOBER							
<b>A. BEGINNING CASH</b>			15,161,252.40	13,633,445.53	13,154,478.92	12,040,714.46	14,516,658.31	12,223,617.60	19,547,778.96	17,229,832.34
<b>B. RECEIPTS</b>										
LCFF/Revenue Limit Sources										
	8010-8019		862,984.45	862,984.45	2,988,890.76	1,553,372.01	1,553,372.01	2,988,890.76	1,553,372.01	1,553,372.01
	8020-8079		0.00	0.00	0.00	0.00	0.00	8,473,879.00	0.00	0.00
	8080-8099		0.00	(250,847.86)	548,304.28	(200,000.00)	(200,000.00)	(200,000.00)	(200,000.00)	(200,000.00)
	8100-8299		0.00	0.00	0.00	2,000,000.00	0.00	17,948.68	0.00	2,000,000.00
	8300-8599		0.00	45,000.00	0.00	1,900,000.00	0.00	201,600.00	0.00	0.00
	8600-8799		5,000.00	95,000.00	145,000.00	500,000.00	500,000.00	500,000.00	500,000.00	500,000.00
	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECEIPTS</b>			867,984.45	752,136.59	3,682,195.04	5,753,372.01	1,853,372.01	11,982,318.44	1,853,372.01	3,853,372.01
<b>C. DISBURSEMENTS</b>										
	1000-1999		632,412.64	632,412.64	1,861,401.20	1,933,074.63	1,959,989.49	2,008,964.15	1,985,775.69	1,992,099.81
	2000-2999		299,775.96	463,903.31	559,082.17	549,339.46	627,030.47	626,531.77	607,795.77	620,536.25
	3000-3999		207,087.87	248,505.44	962,268.29	947,081.85	1,103,878.66	1,213,534.90	1,136,222.10	1,138,983.27
	4000-4999		118,520.41	116,747.04	415,361.81	482,652.93	83,526.03	314,320.93	100,286.61	90,146.44
	5000-5999		537,994.44	327,164.15	387,846.03	142,935.79	116,361.22	237,829.28	158,227.06	397,043.87
	6000-6599		400,000.00	159,400.25	400,000.00	312,343.50	45,626.85	46,976.05	0.00	0.00
	7000-7499		0.00	150,000.00	210,000.00	210,000.00	210,000.00	210,000.00	183,011.40	210,000.00
	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL DISBURSEMENTS</b>			2,195,791.32	2,098,132.83	4,795,959.50	4,577,428.16	4,146,412.72	4,658,157.08	4,171,318.63	4,448,809.64
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9200-9299	2,734,199.81	0.00	1,000,000.00	0.00	1,300,000.00	0.00	0.00	0.00	434,199.81
	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUBTOTAL</b>			2,734,199.81	0.00	1,000,000.00	0.00	1,300,000.00	0.00	0.00	434,199.81
<u>Liabilities and Deferred Inflows</u>										
	9500-9599	332,970.37	200,000.00	132,970.37	0.00	0.00	0.00	0.00	0.00	0.00
	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUBTOTAL</b>			332,970.37	200,000.00	132,970.37	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL BALANCE SHEET ITEMS</b>			2,401,229.44	(200,000.00)	867,029.63	0.00	1,300,000.00	0.00	0.00	434,199.81
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(1,527,806.87)	(478,966.61)	(1,113,764.46)	2,475,943.85	(2,293,040.71)	7,324,161.36	(2,317,946.62)	(161,237.82)
<b>F. ENDING CASH (A + E)</b>			13,633,445.53	13,154,478.92	12,040,714.46	14,516,658.31	12,223,617.60	19,547,778.96	17,229,832.34	17,068,594.52
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
OCTOBER									
A. BEGINNING CASH		17,068,594.52	16,264,815.71	21,818,189.17	18,872,983.15				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment		8010-8019 2,988,890.76	1,553,372.01	1,553,372.01	1,435,518.75	1,553,372.01	0.00	23,001,764.00	23,001,764.00
Property Taxes		8020-8079 0.00	8,473,879.00	0.00	0.00	0.00	0.00	16,947,758.00	16,947,758.00
Miscellaneous Funds		8080-8099 (200,000.00)	(200,000.00)	(200,000.00)	(200,000.00)	9,502.58	0.00	(1,493,041.00)	(1,493,041.00)
Federal Revenue		8100-8299 0.00	0.00	0.00	0.00	624,677.38	0.00	4,642,626.06	4,642,626.06
Other State Revenue		8300-8599 201,600.00	0.00	0.00	186,012.86	2,100,000.00	0.00	4,634,212.86	4,634,212.86
Other Local Revenue		8600-8799 500,000.00	250,000.00	325,830.44	102,887.22	0.00	0.00	3,923,717.66	3,923,717.66
Interfund Transfers In		8910-8929 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources		8930-8979 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		3,490,490.76	10,077,251.01	1,679,202.45	1,524,418.83	4,287,551.97	0.00	51,657,037.58	51,657,037.58
C. DISBURSEMENTS									
Certificated Salaries		1000-1999 2,002,640.02	2,108,042.13	2,002,640.02	1,938,184.63	22,784.24	0.00	21,080,421.29	21,080,421.29
Classified Salaries		2000-2999 627,281.21	696,979.12	619,037.37	1,190,110.58	6,995.70	0.00	7,494,399.14	7,494,399.12
Employee Benefits		3000-3999 1,145,886.20	1,201,109.63	1,144,505.61	3,335,495.25	21,298.75	0.00	13,805,857.82	13,805,857.82
Books and Supplies		4000-4999 111,131.35	127,091.71	280,784.01	452,429.79	262,622.08	0.00	2,955,621.14	2,955,621.14
Services		5000-5999 197,330.79	180,654.96	404,190.66	846,936.42	35,924.01	0.00	3,970,438.68	3,970,438.68
Capital Outlay		6000-6599 0.00	0.00	0.00	593,887.35	0.00	0.00	1,958,234.00	1,958,234.00
Other Outgo		7000-7499 210,000.00	210,000.00	173,250.80	210,000.00	30,540.00	0.00	2,216,802.20	2,216,802.20
Interfund Transfers Out		7600-7629 0.00	0.00	0.00	520,000.00	0.00	0.00	520,000.00	520,000.00
All Other Financing Uses		7630-7699 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		4,294,269.57	4,523,877.55	4,624,408.47	9,087,044.02	380,164.78	0.00	54,001,774.27	54,001,774.25
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury		9111-9199 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable		9200-9299 0.00	0.00	0.00	0.00	0.00	0.00	2,734,199.81	2,734,199.81
Due From Other Funds		9310 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores		9320 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures		9330 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets		9340 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources		9490 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,734,199.81	2,734,199.81
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable		9500-9599 0.00	0.00	0.00	0.00	0.00	0.00	332,970.37	332,970.37
Due To Other Funds		9610 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans		9640 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues		9650 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources		9690 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	332,970.37	332,970.37
<u>Nonoperating</u>									
Suspense Clearing		9910 0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	2,401,229.44	2,401,229.44
E. NET INCREASE/DECREASE (B - C + D)		(803,778.81)	5,553,373.46	(2,945,206.02)	(7,562,625.19)	3,907,387.19	0.00	56,492.75	(2,344,736.67)
F. ENDING CASH (A + E)		16,264,815.71	21,818,189.17	18,872,983.15	11,310,357.96				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								15,217,745.15	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,105.00	4,112.35	3,768.00	4,112.35	0.00	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	4,105.00	4,112.35	3,768.00	4,112.35	0.00	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	4,105.00	4,112.35	3,768.00	4,112.35	0.00	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	813.50	813.50	724.00	724.00	(89.50)	-11%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	813.50	813.50	724.00	724.00	(89.50)	-11%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	813.50	813.50	724.00	724.00	(89.50)	-11%



Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	62,524,249.72
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,522,633.71
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	740,729.84
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	243,234.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,531,707.14
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	535,688.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,051,358.98
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				55,950,257.03

<b>Section II - Expenditures Per ADA</b>		<b>2021-22 Annual ADA/ Exps. Per ADA</b>
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		4,492.00
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,455.53
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	51,957,704.52	10,638.24
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	51,957,704.52	10,638.24
B. Required effort (Line A.2 times 90%)	46,761,934.07	9,574.42
C. Current year expenditures (Line I.E and Line II.B)	55,950,257.03	12,455.53
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
<b>Total adjustments to base expenditures</b>	<b>0.00</b>	<b>0.00</b>

First Interim  
2021-22 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(1,779,811.13)	0.00	(72,000.00)				
Other Sources/Uses Detail					0.00	1,531,707.14		
Fund Reconciliation								
081 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,763,052.56	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	12,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,258.57	0.00	60,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,531,707.14	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,250,000.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	14,500.00	0.00						
Other Sources/Uses Detail					0.00	1,250,000.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
<b>TOTALS</b>	<b>1,779,811.13</b>	<b>(1,779,811.13)</b>	<b>72,000.00</b>	<b>(72,000.00)</b>	<b>2,781,707.14</b>	<b>2,781,707.14</b>		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

**1A. Calculating the District's ADA Variances**

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2021-22)	District Regular	4,105.00	4,112.35	
	Charter School	0.00	0.00	
	<b>Total ADA</b>	<b>4,105.00</b>	<b>4,112.35</b>	<b>0.2%</b>
1st Subsequent Year (2022-23)	District Regular	3,820.00	3,768.00	
	Charter School	813.50	813.50	
	<b>Total ADA</b>	<b>4,633.50</b>	<b>4,581.50</b>	<b>-1.1%</b>
2nd Subsequent Year (2023-24)	District Regular	3,734.00	3,700.00	
	Charter School	813.50	813.50	
	<b>Total ADA</b>	<b>4,547.50</b>	<b>4,513.50</b>	<b>-0.7%</b>

**1B. Comparison of District ADA to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)

**2. CRITERION: Enrollment**

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2021-22)				
District Regular	4,000	3,996		
Charter School	850	762		
<b>Total Enrollment</b>	<b>4,850</b>	<b>4,758</b>	<b>-1.9%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	3,910	3,906		
Charter School	837	762		
<b>Total Enrollment</b>	<b>4,747</b>	<b>4,668</b>	<b>-1.7%</b>	<b>Met</b>
2nd Subsequent Year (2023-24)				
District Regular	3,820	3,816		
Charter School	837	762		
<b>Total Enrollment</b>	<b>4,657</b>	<b>4,578</b>	<b>-1.7%</b>	<b>Met</b>

**2B. Comparison of District Enrollment to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	4,180	5,181	
Charter School	755		
<b>Total ADA/Enrollment</b>	<b>4,935</b>	<b>5,181</b>	<b>95.3%</b>
Second Prior Year (2019-20)			
District Regular	4,105	5,082	
Charter School	749		
<b>Total ADA/Enrollment</b>	<b>4,854</b>	<b>5,082</b>	<b>95.5%</b>
First Prior Year (2020-21)			
District Regular	4,112	3,971	
Charter School	0	871	
<b>Total ADA/Enrollment</b>	<b>4,112</b>	<b>4,842</b>	<b>84.9%</b>
Historical Average Ratio:			91.9%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>92.4%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2021-22)				
District Regular	3,768	3,996		
Charter School	0	762		
<b>Total ADA/Enrollment</b>	<b>3,768</b>	<b>4,758</b>	<b>79.2%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	3,700	3,906		
Charter School	724	762		
<b>Total ADA/Enrollment</b>	<b>4,424</b>	<b>4,668</b>	<b>94.8%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	3,645	3,816		
Charter School	724	762		
<b>Total ADA/Enrollment</b>	<b>4,369</b>	<b>4,578</b>	<b>95.4%</b>	<b>Not Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

**Explanation:**  
(required if NOT met)

This district is projecting a lower ADA percentage and P2 due to the pandemic and challenges with receiving completed independent study contracts. We are uncertain how quickly our attendance percentages will rebound in the out years. The estimated P2 ADA for the charter is not populating from Form AI and is projected to be 724 for 21-22/



**4. CRITERION: LCFF Revenue**

**STANDARD:** Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

**4A. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01CS, Item 4B)	Projected Year Totals		
Current Year (2021-22)	41,876,328.00	41,427,555.00	-1.1%	Met
1st Subsequent Year (2022-23)	40,258,657.00	39,949,520.00	-0.8%	Met
2nd Subsequent Year (2023-24)	40,650,912.00	40,498,455.00	-0.4%	Met

**4B. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**5. CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	30,300,544.55	34,273,462.93	88.4%
Second Prior Year (2019-20)	29,545,041.89	32,404,824.88	91.2%
First Prior Year (2020-21)	30,098,120.98	31,367,302.63	96.0%
	Historical Average Ratio:		91.9%

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>88.9% to 94.9%</b>	<b>88.9% to 94.9%</b>	<b>88.9% to 94.9%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2021-22)	29,921,148.94	34,113,935.32	87.7%	Not Met
1st Subsequent Year (2022-23)	30,401,381.72	33,510,170.80	90.7%	Met
2nd Subsequent Year (2023-24)	30,723,503.45	33,855,285.62	90.7%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

**Explanation:**  
(required if NOT met)

We had 8 certificated employees retire or resign at the end of 20-21 and we only replaced 1.0 FTE, due to declining enrollment. We are offering a retirement incentive to our classroom teachers for 21-22 with a minimum of 15 teachers required to retire in order to take advantage of the incentive. We believe that we will have a minimum of 15 retirees and we are planning on not having to replace 5.0 FTE classroom teachers. New teachers will be hired at a lower salary and the district will benefit from that savings over the course of the next few years.

**6. CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2021-22)	3,736,165.75	3,387,904.96	-9.3%	Yes
1st Subsequent Year (2022-23)	1,751,896.65	4,642,626.06	165.0%	Yes
2nd Subsequent Year (2023-24)	1,791,437.28	2,563,778.74	43.1%	Yes

**Explanation:**  
(required if Yes)

Changes in federal revenue are due to the large influx of COVID funding. Federal funds are not included in the budget until the year we plan on spending the funds. There have been changes in the timing of spending the federal funds, and also in the amount of funds we have received since budget adoption.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2021-22)	5,919,004.00	7,266,289.00	22.8%	Yes
1st Subsequent Year (2022-23)	4,623,601.80	4,634,212.86	0.2%	No
2nd Subsequent Year (2023-24)	3,399,109.47	3,410,044.17	0.3%	No

**Explanation:**  
(required if Yes)

Increase in revenue in the following resources for 21-22: 6536: 61,996, Res. 6537: \$348,709, Res. 6266: \$893,362.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2021-22)	4,018,272.35	4,908,150.98	22.1%	Yes
1st Subsequent Year (2022-23)	3,994,376.52	3,923,717.66	-1.8%	No
2nd Subsequent Year (2023-24)	3,910,002.52	3,825,635.84	-2.2%	No

**Explanation:**  
(required if Yes)

We received a grant in the amount of \$950,000 which is to be used for technology. This was not in the budget at budget adoption because we weren't aware that we would receive the funding. We are planning on receiving the funding and spending the funds in 21-22. For the subsequent years, we are planning on receiving donations for field trips. Neither the revenue nor the expenditures for field trips was included at budget adoption due to the uncertainty around COVID and whether field trips would be possible.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2021-22)	2,163,129.02	3,697,824.87	70.9%	Yes
1st Subsequent Year (2022-23)	2,194,978.53	2,955,621.14	34.7%	Yes
2nd Subsequent Year (2023-24)	2,041,585.22	2,770,869.21	35.7%	Yes

**Explanation:**  
(required if Yes)

Increased technology purchases due to grant funding.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2021-22)	3,750,607.50	4,136,800.77	10.3%	Yes
1st Subsequent Year (2022-23)	3,807,130.75	3,970,438.68	4.3%	No
2nd Subsequent Year (2023-24)	3,483,808.39	3,409,272.43	-2.1%	No

**Explanation:**  
(required if Yes)

Increased technology purchases due to grant funding. Elimination of a transfer out, obj. 5716 due to the COVID, which had the effect of increasing our obj. 5xxx by \$267,500/

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2021-22)	13,673,442.10	15,562,344.94	13.8%	Not Met
1st Subsequent Year (2022-23)	10,369,874.97	13,200,556.58	27.3%	Not Met
2nd Subsequent Year (2023-24)	9,100,549.27	9,799,458.75	7.7%	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2021-22)	5,913,736.52	7,834,625.64	32.5%	Not Met
1st Subsequent Year (2022-23)	6,002,109.28	6,926,059.82	15.4%	Not Met
2nd Subsequent Year (2023-24)	5,525,393.61	6,180,141.64	11.8%	Not Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 6A  
if NOT met)

Changes in federal revenue are due to the large influx of COVID funding. Federal funds are not included in the budget until the year we plan on spending the funds. There have been changes in the timing of spending the federal funds, and also in the amount of funds we have received since budget adoption.

**Explanation:**  
Other State Revenue  
(linked from 6A  
if NOT met)

Increase in revenue in the following resources for 21-22: 6536: 61,996, Res. 6537: \$348,709, Res. 6266: \$893,362.

**Explanation:**  
Other Local Revenue  
(linked from 6A  
if NOT met)

We received a grant in the amount of \$950,000 which is to be used for technology. This was not in the budget at budget adoption because we weren't aware that we would receive the funding. We are planning on receiving the funding and spending the funds in 21-22. For the subsequent years, we are planning on receiving donations for field trips. Neither the revenue nor the expenditures for field trips was included at budget adoption due to the uncertainty around COVID and whether field trips would be possible.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 6A  
if NOT met)

Increased technology purchases due to grant funding.

**Explanation:**  
Services and Other Exps  
(linked from 6A  
if NOT met)

Increased technology purchases due to grant funding. Elimination of a transfer out, obj. 5716 due to the COVID, which had the effect of increasing our obj. 5xxx by \$267,500/

**7. CRITERION: Facilities Maintenance**

**STANDARD:** Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**DATA ENTRY:** Enter the Required Minimum Contribution if Budget data does not exist. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,518,544.54	1,550,000.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,550,000.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	3.0%	3.0%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>1.0%</b>	<b>1.0%</b>	<b>1.0%</b>

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2021-22)	518,713.68	35,113,935.32	N/A	Met
1st Subsequent Year (2022-23)	(1,037,209.76)	33,510,170.80	3.1%	Not Met
2nd Subsequent Year (2023-24)	(1,331,458.05)	33,855,285.62	3.9%	Not Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

**Explanation:**  
(required if NOT met)

The district is deficit spending, largely due to declining enrollment. The district is working to develop a plan to reight-size our district to address the deficit spending.

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2 ) (Form MYPI, Line D2)	Status
Current Year (2021-22)	17,562,479.29	Met
1st Subsequent Year (2022-23)	15,217,742.62	Met
2nd Subsequent Year (2023-24)	13,046,360.01	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2021-22)	15,161,252.40	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

**Explanation:**  
(required if NOT met)

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	3,768	3,562	3,389
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	53,884,957.99	54,001,774.25	50,899,248.36
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	53,884,957.99	54,001,774.25	50,899,248.36
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,616,548.74	1,620,053.23	1,526,977.45
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>1,616,548.74</b>	<b>1,620,053.23</b>	<b>1,526,977.45</b>



**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,630,000.00	1,630,000.00	1,530,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	1,630,000.00	1,630,000.00	1,530,000.00
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.02%	3.02%	3.01%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,616,548.74</b>	<b>1,620,053.23</b>	<b>1,526,977.45</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Temporary Interfund Borrowings**

1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2021-22)	(6,206,515.82)	(6,114,462.71)	-1.5%	(92,053.11)	Met
1st Subsequent Year (2022-23)	(6,737,034.00)	(6,629,898.18)	-1.6%	(107,135.82)	Met
2nd Subsequent Year (2023-24)	(7,171,726.00)	(7,054,582.38)	-1.6%	(117,143.62)	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2021-22)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2021-22)	2,881,707.14	1,531,707.14	-46.8%	(1,350,000.00)	Not Met
1st Subsequent Year (2022-23)	1,225,000.00	520,000.00	-57.6%	(705,000.00)	Not Met
2nd Subsequent Year (2023-24)	1,250,000.00	500,000.00	-60.0%	(750,000.00)	Not Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

The district is making adjustments to the amount transferred to OPEB and the way the ufnds are accounted for. Starting with 21-22 on the advice of our auditor, the transfer to OPEB will be accounted for in object 3701 and 3702 and not through other transfers out.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C)

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	2	General Fund	obj. 5xxx	98,000
Certificates of Participation				
General Obligation Bonds	10	Debt Services (Fund 51): taxes 8571, 8611, 8614	Debt Services: Fund 51, obj 7433-7464	2,600,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		General Fund	General Fund	50,000

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Bond Anticipation Note	3	Bond Fund - Fund 21	Bond Fund - Fund 21	7,323,063
<b>TOTAL:</b>				<b>10,071,063</b>

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Current Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation	0	0		
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2020-21) Annual Payment (P & I)	Current Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Bond Anticipation Note				
<b>Total Annual Payments:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Has total annual payment increased over prior year (2020-21)?</b>		<b>No</b>	<b>No</b>	<b>No</b>

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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?
- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	9,757,602.00	9,569,534.00
b. OPEB plan(s) fiduciary net position (if applicable)	4,153,082.00	6,757,730.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	5,604,520.00	2,811,804.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2020	Jun 30, 2021

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2021-22)	574,828.00	179,000.00
1st Subsequent Year (2022-23)		0.00
2nd Subsequent Year (2023-24)		0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2021-22)	592,429.40	1,202,846.10
1st Subsequent Year (2022-23)	578,467.00	650,000.00
2nd Subsequent Year (2023-24)	587,285.00	650,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2021-22)	936,224.00	900,241.00
1st Subsequent Year (2022-23)	900,241.00	868,277.00
2nd Subsequent Year (2023-24)	868,277.00	1,032,367.00
d. Number of retirees receiving OPEB benefits		
Current Year (2021-22)	49	49
1st Subsequent Year (2022-23)	48	48
2nd Subsequent Year (2023-24)	46	50

Data must be entered.  
Data must be entered.

4. Comments:

Number of retirees in out years might increase depending on retirement incentive.

**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)
 

No
----
- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?
 

n/a
-----
- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?
 

n/a
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2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		

4. Comments:



**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of budget adoption?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	194.5	193.2	187.2	184.2

1a. Have any salary and benefit negotiations been settled since budget adoption?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

**Negotiations Settled Since Budget Adoption**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

No	No	No
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**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

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**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

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Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

188,939
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7. Amount included for any tentative salary schedule increases

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
2,140,746	2,075,746	2,036,746
flat rate	flat rate	flat rate
0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No
----

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

H&W: Employer pays \$18,675 for family coverage, \$13,500 for 2 party coverage and \$8922 for single coverage for all units.
--

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
274,759	273,192	273,338
2.0%	2.0%	2.0%

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

Health and Welfare for retired certificated staff is included in the budget because in most cases, they are eligible for benefits until the age of 65.

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of budget adoption?   
 If Yes, complete number of FTEs, then skip to section S8C.  
 If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	147.2	151.2	151.2	151.2

1a. Have any salary and benefit negotiations been settled since budget adoption?   
 If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.  
 If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.  
 If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?   
 If Yes, complete questions 6 and 7.

**Negotiations Settled Since Budget Adoption**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:   
 2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?   
 If Yes, date of Superintendent and CBO certification:   
 3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?   
 If Yes, date of budget revision board adoption:   
 4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			

**One Year Agreement**

Total cost of salary settlement			
% change in salary schedule from prior year or			

**Multiyear Agreement**

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
1,207,259	1,207,259	1,207,259
flat rate	flat rate	flat rate
0.0%	0.0%	0.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

H&W: Employer pays \$18,675 for family coverage, \$13,500 for 2 party coverage and \$8922 for single coverage for all units.

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
115,811	77,416	64,209
2.5%	2.0%	2.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

Some of our classified staff who retire are eligible for health and welfare benefits until the age of 65.

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of budget adoption?   
If Yes or n/a, complete number of FTEs, then skip to S9.  
If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	31.2	34.4	34.4	34.4

1a. Have any salary and benefit negotiations been settled since budget adoption?  
If Yes, complete question 2.  
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?  
If Yes, complete questions 3 and 4.

**Negotiations Settled Since Budget Adoption**

2. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the interim and MYPs?	No	No	No
2. Total cost of H&W benefits	522,136	522,136	522,136
3. Percent of H&W cost paid by employer	Flat rate	Flat rate	Flat rate
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	29,279	22,209	6,503
3. Percent change in step and column over prior year	1.0%	1.0%	0.5%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	45,313	45,313	45,313
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

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**S9A. Identification of Other Funds with Negative Ending Fund Balances**

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No
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If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

A2. Is the system of personnel position control independent from the payroll system?

A3. Is enrollment decreasing in both the prior and current fiscal years?

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

A7. Is the district's financial system independent of the county office system?

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

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**End of School District First Interim Criteria and Standards Review**

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NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 15, 2021 Signed: \_\_\_\_\_  
President of the Governing Board

**CERTIFICATION OF FINANCIAL CONDITION**

**POSITIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

**QUALIFIED CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

**NEGATIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Sandra Knight Telephone: 805-938-8915  
Title: Director, Fiscal Services E-mail: sknight@orcutt-schools.net

**Criteria and Standards Review Summary**

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	



<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		<b>X</b>
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	<b>X</b>	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	<b>X</b>	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		<b>X</b>
		• If yes, have there been changes since budget adoption in OPEB liabilities?		<b>X</b>
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	<b>X</b>	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	<b>n/a</b>	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		<b>X</b>
		• Classified? (Section S8B, Line 1b)		<b>X</b>
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	<b>n/a</b>	
		• Classified? (Section S8B, Line 3)	<b>n/a</b>	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	<b>X</b>	

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	<b>X</b>	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		<b>X</b>
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	<b>X</b>	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	<b>X</b>	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	<b>X</b>	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	<b>X</b>	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	<b>X</b>	

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,492,359.05
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 45,228,368.64

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.30%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,397,889.66
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	17,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	162,973.66
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,578,363.32
9. Carry-Forward Adjustment (Part IV, Line F)	(367,689.48)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,210,673.84

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	37,825,955.60
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	7,520,929.20
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	3,693,280.64
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	339,350.17
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	740,729.84
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	496,857.87
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	67,150.94
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	4,775,622.23
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	256,141.08
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,288,530.36
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	57,004,547.93

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)  
(Line A8 divided by Line B19) 4.52%

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2023-24 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))  
(Line A10 divided by Line B19) 3.88%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>2,578,363.32</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>371,611.89</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.82%) times Part III, Line B19); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.82%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.7%) times Part III, Line B19); zero if positive	<u>(367,689.48)</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>(367,689.48)</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>3.88%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-183,844.74) is applied to the current year calculation and the remainder (\$-183,844.74) is deferred to one or more future years:	<u>4.20%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-122,563.16) is applied to the current year calculation and the remainder (\$-245,126.32) is deferred to one or more future years:	<u>4.31%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>(367,689.48)</u>

Approved indirect cost rate: 5.82%  
 Highest rate used in any program: 7.70%

Note: In one or more resources, the rate used is greater than the approved rate.

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except 4700 &amp; 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	627,162.00	28,000.00	4.46%
01	3212	218,855.46	13,205.00	6.03%
01	3214	390,000.00	10,000.00	2.56%
01	3215	136,390.55	10,500.00	7.70%
01	3216	368,121.00	21,423.00	5.82%
01	3217	84,600.00	4,789.00	5.66%
01	4035	230,039.00	4,000.00	1.74%
01	4203	80,077.75	3,000.00	3.75%
01	6010	160,959.00	8,000.00	4.97%
01	7422	1,017,213.30	45,000.00	4.42%
12	6105	216,769.00	12,000.00	5.54%
13	5310	1,088,530.36	60,000.00	5.51%

District: Orcutt Union School District  
 CDS #: 4269260

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.*

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2021-22
01	General Fund/County School Service Fund	\$ 14,616,759
01	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 14,616,759
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,630,000
Less Committed Funds		
Remaining Balance That Needs to be Substantiated		\$ 12,986,759

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2021-22	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	\$ 876,643	LCAP Carryover
01	General Fund/County School Service Fund	1,000,000	Technology Update - Committed
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption - Committed
01	General Fund/County School Service Fund	5,072,201	Set Aside for declining enrollment
01	General Fund/County School Service Fund	46,959	Stores/Revolving Cash
01	General Fund/County School Service Fund	68,000	CTE Match Requirement
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning - Committed
01	General Fund/County School Service Fund	3,172,956	Strategic Plan - Committed
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	50,000	Compensated Absences
Total of Substantiated Needs		\$ 12,986,759	

**Remaining Unsubstantiated Balance \$ -**

*Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.*



District: Orcutt Union School District  
 CDS #: 4269260

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.*

Form Fund		2022-23
01	General Fund/County School Service Fund	\$ 13,579,549
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 13,579,549
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,630,000
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 11,949,549

Form Fund		2022-23	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	\$ 876,643	LCAP Carryover
01	General Fund/County School Service Fund	1,000,000	Technology Update - Committed
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption - Committed
01	General Fund/County School Service Fund	4,034,992	Set Aside for declining enrollment
01	General Fund/County School Service Fund	46,959	Stores/Revolving Cash
01	General Fund/County School Service Fund	68,000	CTE Match Requirement
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning - Committed
01	General Fund/County School Service Fund	3,172,956	Strategic Plan - Committed
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	50,000	Compensated Absences
Total of Substantiated Needs		\$ 11,949,549	

**Remaining Unsubstantiated Balance \$ -**

*Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.*





District: Orcutt Union School District  
 CDS #: 4269260

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.*

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2023-24
01	General Fund/County School Service Fund	\$ 12,248,091
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 12,248,091
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,530,000
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 10,718,091

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2023-24	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	\$ 426,643	LCAP Carryover
01	General Fund/County School Service Fund	1,000,000	Technology Update - Committed
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption - Committed
01	General Fund/County School Service Fund	3,253,534	Set Aside for declining enrollment
01	General Fund/County School Service Fund	46,959	Stores/Revolving Cash
01	General Fund/County School Service Fund	68,000	CTE Match Requirement
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning - Committed
01	General Fund/County School Service Fund	3,172,956	Strategic Plan - Committed
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	50,000	Compensated Absences
Total of Substantiated Needs		\$ 10,718,091	

**Remaining Unsubstantiated Balance \$ -**

*Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.*



SACS2021ALL Financial Reporting Software - 2021.2.0  
12/8/2021 10:21:10 AM

42-69260-0000000

First Interim  
2021-22 Projected Totals  
Technical Review Checks

Orcutt Union Elementary

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

## GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

## SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be

answered Yes or No, where applicable, for the form to be complete. PASSED

## EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

INTERIM-CERT-PROVIDE - (F) - Interim Certification (Form CI) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form AI) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CSI) has been provided. PASSED

CASHFLOW-PROVIDE - (W) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

MYPIO-PROVIDE - (W) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight,  
Director Fiscal Services

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: Resolution No. 6, To Commit and Uncommit the General Fund Balance

BACKGROUND: Board Policy 3100 allows the Board of Trustees to classify funds balances within five categories: 1.) Nonspendable, 2.) Restricted, 3.) Committed, 4.) Assigned, and 5.) Unassigned. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by the Board of Trustees. The committed fund balance cannot be used for any other purpose unless the Board of Trustees removes or changes the specified use by taking the same type of action (for example, resolution) it employed to previously commit those amounts. The attached Resolution recommends \$11,745,156.94 be designated as committed funds in the 2021-2022 General Fund ending balance and at the same time uncommits all previous committed funds from budget adoption.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 6, Commitment of the General Fund Balance as presented.

FUNDING: N/A

**ORCUTT UNION SCHOOL DISTRICT**

**Resolution No. 6**

IN THE MATTER OF: COMMIT/UNCOMMIT GENERAL FUND BALANCE, 2021-22 FIRST INTERIM

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 15th of December 2021, by the following roll call vote:

Shaun Henderson	_____
Lisa Morinini	_____
Liz Phillips	_____
Mark Steller	_____
Melanie Waffle	_____

Signed and approved by me after its passage:

\_\_\_\_\_  
Mark Steller, President

Attest:

\_\_\_\_\_  
Shaun Henderson, Clerk

-----

**WHEREAS**, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

**WHEREAS**, the Governing Board of the Orcutt Union School District has adopted budget criteria and standards as outlined in Board Policy 3100;

**WHEREAS**, the Governing Board of the Orcutt Union School District wishes to establish a committed fund balance in the general fund in conformance with the standards and criteria established by the state board of education pursuant to Education Code section 33127;

**WHEREAS**, the California Department of Education urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue shortfalls or unpredicted expenditures;

**WHEREAS**, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately 17 percent reserve to mitigate revenue shortfalls and unanticipated expenditures;

**WHEREAS**, the Governing Board of the Orcutt Union School District wishes to commit funds in the general fund for emergency facility repairs, major textbook adoptions, unexpected costs, management of cash flow, mitigation of volatility in funding or expenditures, unexpected costs for special education students with highly specialized needs, a natural disaster that reduces student attendance and associated state funding, deferred maintenance, or a lawsuit that results in a costly judgment or settlement against the district;

**WHEREAS**, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

**WHEREAS**, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

**WHEREAS**, certain district expenditures such as pension costs can be difficult to predict precisely and are anticipated to increase in costs;

**WHEREAS**, healthy reserves can address these cost increases rather than immediately reducing spending, staffing, and other areas of the budget;

**WHEREAS**, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance, and associated school funding for lawsuits that result in costly settlements or judgments against the district;

**WHEREAS**, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

**WHEREAS**, the district may need to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

**WHEREAS**, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

**NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:**

- 1) It is hereby determined that the amount of \$11,745,156.94 is hereby committed from the 2021-2022 General Fund ending balance for the following purposes:
  - i) Technology Update - \$ 1,000,000
  - ii) Textbook Adoption - \$1,000,000
  - iii) Declining Enrollment/Economic Downturn- \$5,072,201.32
  - iv) TK Expansion Planning - \$1,500,000
  - v) Strategic Plan - \$3,172,955.62
- 2) The governing board of the school district, reserves the right to modify these committed funds in the future as the need arises through a similar resolution.

WHEREAS, on September 8, 2021, the Governing Board took action to commit a total of \$11,313,837.51 for Technology Update (\$1,000,000), Textbook Adoption (\$1,000,000), Declining Enrollment/Economic Downturn (\$5,313,837.51), TK Expansion Planning (\$2,000,000) and Strategic Plan (\$2,000,000);

WHEREAS, all previous amounts committed at Unaudited Actuals are uncommitted and recommitted in the 2021-22 Budget as Reserve for Technology Updates, Textbook Adoption, Declining Enrollment/Economic Downturn, TK Expansion Planning and Strategic Plan.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS: It is hereby determined that the amount of \$11,313,837.51 is hereby uncommitted from the 2021-22 General Fund ending balance and committed as noted above in section 1.





## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight,  
Director Fiscal Services

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: Resolution No. 7, 2021/22 Delegation of Authority to District Staff

BACKGROUND: In order to proceed with normal District business, the Board must annually delegate which staff members may request expenditures, sign contracts and receive warrants.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Delegation of Authority as submitted.

FUNDING: N/A



**AUTHORIZED SIGNATURES**  
**DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT**  
**FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS**

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**DISTRICT:** Orcutt Union School District

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Signature _____ Typed Name/Title <u>Dr. Holly Edds, Superintendent</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Sandra Knight, Director Fiscal Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Zina Chavez, Senior Payroll Technician</u>	<input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Amy Lewton, Payroll Technician</u>	<input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Anna Orca, Senior Accounting Technician</u>	<input checked="" type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Brianne Guerrero, Accounting Technician</u>	<input checked="" type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



**CHANGES TO AUTHORIZED SIGNATURES**  
**DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT**  
**FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS**

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DISTRICT: Orcutt Union School District

**ADDITIONS:**

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

**DELETIONS:**

Typed Name/Title <u>Dr. Nick Taylor, Ass. Superintendent-Business Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the above changes to authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note:** Please use this form if there are changes that occur after the organizational meeting in December.

**ATTACHMENT F(1)**



**AUTHORIZED SIGNATURES  
DISTRICT PERSONNEL APPROVED BY THE BOARD  
TO ACT AS DISTRICT AGENTS**

**DISTRICT:** Orcutt Union School District

Signature _____ Typed Name/Title <u>Dr. Holly Edds, Superintendent</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title <u>Sandra Knight, Director Fiscal Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

REFERENCE:  
 K-12: EC§42632, 42633, 17604  
 COMMUNITY COLLEGE: EC§85232, 85233, 85655

**Note for Escape Financial System Users:** The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.



**CHANGES TO AUTHORIZED SIGNATURES**  
**DISTRICT PERSONNEL APPROVED BY THE BOARD**  
**TO ACT AS DISTRICT AGENTS**

**DISTRICT:** Orcutt Union School District

**ADDITIONS:**

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

**DELETIONS:**

Typed Name/Title <u>Dr. Nick Taylor, Ass. Superintendent-Business Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above changes to authorized individuals to act as agents of the governing board.

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

REFERENCE:  
 K-12: EC§42632, 42633, 17604  
 COMMUNITY COLLEGE: EC§85232, 85233, 85655

Note: Please use this form if there are changes that occur after the organizational meeting in December.

**ATTACHMENT G(1)**

**RESOLUTION OF THE GOVERNING BOARD  
DELEGATION OF GOVERNING BOARD POWERS DUTIES  
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

**Whereas**, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...” and

**Whereas**, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

**Whereas**, the governing board of the Orcutt Union School District recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

**Whereas**, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

**Now, Therefore, Be It Resolved** that, in accordance with the authority provided in Education Code Section 35161, the governing board of the Orcutt Union School District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Sandra Knight, Director, Fiscal Services

Authorized District Employee/Officer

Authorized District Employee/Officer

Authorized District Employee/Officer

Authorized District Employee/Officer

**Passed and adopted** this 15 day of December, 2021 by the following vote:

**Ayes:**

**Noes:**

**Absent:**

**Abstain:**

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note for Escape Financial System Users:** The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

REFERENCE:  
K-12: EC§35161

**ATTACHMENT H (1) – K-12 DISTRICTS**



## BUSINESS SERVICES MEMORANDUM

**TO:** Holly Edds, Ed.D

**FROM:** Sandra Knight,  
Director Fiscal Services

**BOARD MEETING DATE:** December 15, 2021

**BOARD AGENDA ITEM:** Accounting of Developer Fees for the 2020-21 Fiscal Year (Annual Report) and Five-Year Developer Fee Report

**BACKGROUND:** School districts collecting developer fees are required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b) and 66001(d) of the Government Code.

Developer fees are to be used for growth related construction, equipment, modernization, and to provide equitable facilities among all Orcutt schools. These funds are audited annually and are part of the annual financial report presented to the Board of Trustees. Orcutt Union School District has combined its annual and five-year developer fee reporting obligation into a single report, attached for your review.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the attached Annual and Five-Year Developer Fee Report as submitted.

**FUNDING:** N/A

**DEVELOPER FEE REPORT**  
**FISCAL YEAR ENDING JUNE 30, 2021**

**Background**

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code.

The Orcutt Union School District (“District”) has combined its reporting obligation into this single report, presented below.

**FISCAL YEAR DEVELOPER FEE REPORT**

As required by Government Code section 66006(b), this portion of the report provides the public with the following information for the last fiscal year:

**A. A brief description of the type of fee in the account or fund:**

The District’s capital facilities account (“Fund 25”) contains fees collected from residential and commercial-industrial development during the 2020~2021 fiscal year as follows:

<b>TABLE 1</b>		
<b>TYPE OF FEE</b>	<b>AMOUNT OF FEE</b>	<b>DATE</b>
Level 1 - Residential	\$2.82 / sq. ft.	Last Collected: June 30,2021
Level 1 – Commercial / Industrial	\$0.46 / sq. ft.	Last Collected: June 30, 2021

**B. The amount of the fee:**

See Table 1, above. Note: Total fees calculated are \$4.08 / sq. ft. for Residential and \$0.66 / sq. ft. for Commercial/Industrial. Pursuant to the Level I Developer Fee Split Agreement, dated April 21, 2020, the District shares developer fees with Santa Maria Joint Union High School District under which it allocates 69% of each fee type totals to be allocated to the District. The District’s portion (69%) of the Level I fees during the 2020~2021 fiscal year is indicated above.

**The beginning and ending balance of the account:**

1. The beginning balance on July 1, 2020 was \$5,830,178.51
2. The ending balance on June 30, 2021 was \$1,185,862.76



C. The amount of the fees collected and the interest earned during the annual reporting period:

TABLE 2		
TYPE OF FEE	AMOUNT COLLECTED	INTEREST EARNED
Level 1 – Residential/Commercial/Industrial	\$1,135,158.49	\$15,693.62

D. Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:

TABLE 3		
PROJECT NAME	AMOUNT OF FEES EXPENDED	% OF THE PROJECT FUNDED WITH FEES
1. District Staff Administration for collection of Developer Fees	\$40,043.89	100%
2. Preparation of Demographic/Enrollment and Developer Fee Justification Study (Schoolworks, Inc.)	\$950.00	100%
3. Full Day Kindergarten Classroom at Alice Shaw Elementary	\$868,501.01	100%
4. Full Day Kindergarten Classroom at Patterson Road Elementary	\$2,053,092.99	100%
5. Full Day Kindergarten Classroom at Pine Grove Elementary	\$1,146,337.01	100%
6. Full Day Kindergarten Classroom at Ralph Dunlap Elementary	\$871,447.33	91%
7. Full Day Kindergarten and Portable Project at Joe Nightingale Elementary	\$1,014,795.63	23%
<b>TOTAL</b>	<b>\$5,995,167.86</b>	

- E. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:**

We are waiting on final expenditures for a small portion of the kindergarten classroom projects. The District intends to use the amounts in Fund 25 to fund upcoming: leases, purchases, installation of student housing facilities projects, expansions and improvements to school sites, and administrative costs for implementing these programs.

- F. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:**

A transfer of \$40,043.89 was made to the General Fund for District staff administration for the collection of Developer Fees. A transfer of \$5,954,173.97 was made to reimburse the Bond fund for construction of new kindergarten facilities. This was a permanent transfer and not a loan: no interest will be paid.

- G. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.**

No refunds were made in this fiscal year, and no refunds are required under applicable law.

## FINANCIAL REPORT

As required by Government Code section 66001(d), this portion of the report makes the proposed five (5)-year findings with respect to remaining developer fees unexpended, whether committed or uncommitted:

**A. Identify the purpose to which the fee is to be put:**

See Table 4, below.

**B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:**

See Table 4, below.

**C. Identify all sources and amounts of funding anticipated to complete financing incomplete improvements identified in paragraph (2) of subdivision (a):**

See Table 4, below.

**D. Designate the approximate dates on which the funding referred to in subparagraph (c) is expected to be deposited into the appropriate account or fund:**

See Table 4, below.

<b>TABLE 4</b>				
<b>PROJECTS</b>	<b>REASONABLE RELATIONSHIP TO FEE</b>	<b>SOURCES OF FUNDING</b>	<b>AMOUNTS OF FUNDING</b>	<b>DATE(S) FUNDS WILL BE DEPOSITED</b>
Construction of Multi-Purpose Room at Orcutt Academy High School  Completion Date: 11/2023	To address impacts to facilities from new developments in order to maintain existing level of service.	<ul style="list-style-type: none"> <li>Developer Fees</li> <li>Bond Revenue</li> </ul>	\$1,250,000	All funds have been received.

*Any member of the public may request detailed information regarding developer fees by contacting the District's Business Office. Please refer to the District website for additional information on the District's current Site Assessment & Master Plan, as well as for current Developer Fee information.*

**E. FINDINGS**

The Orcutt Union School District has:

1. Expended developer fees for public improvements solely and exclusively for the purpose or purposes for which the fee was collected.

2. Levied, collected or imposed no fee to be used for general revenue purposes.
3. Deposited developer fees in a separate fund or account (Fund 25) in a manner that has avoided commingling of those fees with other funds.
4. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the 2020-2021 fiscal year within 180 days of the close of the fiscal year.

END OF REPORT.



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight,  
Director Fiscal Services

BOARD MEETING DATE: December 15, 2021

BOARD AGENDA ITEM: Approve the Sale or Disposal of Books, Equipment, and Supplies

BACKGROUND: The items shown below will be sold or disposed of per Board Policy 3260. Every effort is made to reuse "extra" books, equipment and supplies prior to recommending sale or disposal through Board action. If possible, materials will be recycled accordingly prior to disposal. The District contracts with Public Surplus who provides an auction model designed to assist districts with surplus disposal by finding buyers for valuable assets through the eBay marketplace. Public Surplus manages the auction process in compliance with Education Code Sections 39520- 39530 and Board Policy 3260.

Quantity	Item	Method of Disposal
2	C-Train 20ft/25ft Container: damaged beyond repair	Recycle/Dispose

RECOMMENDATION: Staff recommends that the Board of Trustees approve the sale and disposal of books, equipment and supplies as presented.

FUNDING: N/A



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight,  
Director Fiscal Services

**BOARD MEETING DATE:** December 15, 2021

**BOARD AGENDA ITEM:** Joint Use Agreement updated between the Orcutt Union School District and the Boys and Girls Club of Mid Central Coast

**BACKGROUND:** The Facility Use Agreement for the 21-22 school year between Orcutt Union School District and The Boys and Girls Club of Mid Central Coast is included for your review and approval

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the updated Joint Use Agreement between Orcutt Union School District and The Boys and Girls Club of Mid Central Coast as submitted.

**FUNDING:** N/A

**JOINT USE AGREEMENT BETWEEN THE  
ORCUTT UNION SCHOOL DISTRICT  
AND THE  
BOYS AND GIRLS CLUB OF THE MID CENTRAL COAST**

**THIS JOINT USE AGREEMENT** (Agreement) is entered into as of the 13th day of June, 2001, by and between the Orcutt Union School District, a public school district organized and existing under the laws of the State of California (District), and the Boys and Girls Club of the Santa Maria Valley, of Santa Maria (Joint Use Partner), together herein referred to as (Parties)

**RECITALS**

**WHEREAS**, Education Code section 17052 authorizes school districts to enter into joint use agreements with community organizations for the purpose of constructing libraries, multipurpose rooms and gymnasiums on school campuses where these facilities are used jointly for both school and community purposes, and provides State funding for such projects; and

**WHEREAS**, the District desires to construct a gymnasium facility (Facility) on the grounds of Lakeview Jr. High School, a school site that is owned by the District and generally located at 3700 Orcutt Rd., Santa Maria, CA; and **Orcutt Jr. High School, located at 608 Pinal Avenue, Orcutt, CA.**

**WHEREAS**, the Joint Use Partner is a community organization charged with the responsibility of providing the community service which is the purpose of the proposed Facility and this Agreement; and

**WHEREAS**, the Joint Use Partner desires that it become a partner in the use of the proposed Facility under the terms and conditions set forth in State law and under this Agreement; and

**WHEREAS**, the Parties wish to provide a Facility that will be available for use by students, faculty, staff, and the general public for community purposes, in accordance with the policies and procedures contained in this Agreement and such additional policies and procedures as may be developed, for the purpose of enhancing the services and facilities that might be offered by either party individually; and

**WHEREAS**, it is the intent of the Parties to maximize the use of a new joint use Facility by allowing community access to the Facility ~~before and~~ after school hours as much as practicable. It is also the intent of the Parties to provide this access to the community at as minimal of a cost as possible, but at a no cost basis to the District and the Joint Use Partner.

**WHEREAS**, the Parties wish to specify the method for sharing ~~capital and~~ operating costs, their relative responsibilities for the operation and staffing of the Facility, and the manner in which

the safety of school pupils will be maintained during school hours, and other terms pertinent to the construction, operation, and use of the Facility; and

**WHEREAS**, the Parties have determined that the Facility will result in both economic and operational benefits to both Parties that could not be fully realized if acting independently.

**NOW, THEREFORE**, in consideration of the mutual promises and agreements herein contained, the parties hereto agree as follows:

## **TERMS**

1. **Term of Agreement.** The term of this Agreement shall commence upon execution by both parties and shall remain in effect for 40 years. After the initial 40-year term, the agreement shall automatically renew every five (5) years.

2. **Description of Facility.** The District owns the buildings, parking lots and school grounds of Lakeview Jr. High School located at 3700 Orcutt Rd. **and Orcutt Jr. High School located at 608 Pinal Avenue** in the County of Santa Barbara, California. The portion of the School Site dedicated to the construction of the Facility is shown as Exhibit (A) attached hereto and incorporated by reference. The Parties intend that the Facility will be constructed as depicted in Exhibit (A) attached hereto, in accordance with plans and specifications approved by the Division of the State Architect which are hereby incorporated by reference and will supersede the attached Exhibit (A) to the extent they are inconsistent.

3. **Purpose of Facility.** The purpose of the Joint Use Facility will be to provide the students of Lakeview Jr. High School, **Orcutt Jr. High School** and the community members of Orcutt, regular access to gymnasium facilities. The Facility, in addition to supporting the District's educational purposes, is anticipated to support many youth and community groups and will be provided at minimal cost to the community. The Facility is intended to support, but not limited to, such activities as basketball, volleyball, performing arts, dance, aerobics, etc., as well as providing space for general meetings.

4. **Construction of Facility.** The District shall be fully responsible for the construction of the Facility and for entering into any and all agreements required for, and relating to, the construction of the Facility. The District shall be responsible for complying with all State and local laws relating to the construction of school facilities.

5. **Project Approvals.** The District shall be responsible for obtaining all necessary approvals and permits for construction of the Facility including, but not limited to, obtaining approval of the plans and specifications by the Division of the State Architect, obtaining approval of the project by the State Department of Education, and applying for and obtaining State funding from the State Allocation Board.

6. **Funding Responsibilities for Construction.** Funding for the construction of the Facility shall be shared between the State of California and the District.



a. State. The State Allocation Board shall provide funding for construction in the amount approved by the State Allocation Board under the authority granted by Education Code section 17052 and in accordance with a separate agreement entered into between the District and the State pertaining to such funding.

b. District. The District shall provide all additional funding necessary for completion of the Project.

**7. Joint Use of the Facility**. The District and the Joint Use Partner shall share the enjoyment and joint use of the Facility. The Parties hereby agree to cooperate in coordinating programs and activities conducted at the Facility so as to avoid conflicting or competing uses. To ensure the availability of the Facility to the District, the Joint Use Partner and the community on an equitable basis, and based upon the purposes and intentions set forth herein, the following guidelines shall control the scheduling of the Facility.

a. Scheduling Responsibility. The ~~Joint Use Partner~~ **District** shall be fully responsible for scheduling all use of the Facility.

b. Community Use. The Facility shall be available for District-wide community and school purposes for the maximum extent possible after regular school hours, but no less than **ten (2010)** hours per week; **Monday through Saturday only, no Sundays**.

c. District Priority. The District shall have exclusive use and control of the Facility from one-half hour prior to, until one-half hour after, regular school hours when school is in session. During non-school hours, District shall have a priority of use of the Facility in scheduling all District-sponsored athletics, activities, and other functions.

d. Scheduling Events. On an annual basis, the District shall provide the Joint Use Partner a schedule of all District events for each school year as soon as such schedule is prepared. The Joint Use Partner shall calendar these District events first, and calendar all other events around District events. The District shall notify the Joint Use Partner of any additional events, not originally scheduled, as soon as practicable, and such District events shall take priority over any other previously scheduled event. To avoid excessive disruption of events scheduled for community use, the District shall keep newly added events to a minimum.

e. Coordination. The designated Representatives of the District and the Joint Use Partner shall meet ~~once per month~~ **quarterly**, or as often as mutually agreed upon, to discuss operations and scheduling of the Facility and make any necessary adjustments.

f. Governance. Any and all persons using the Facility shall abide by state and federal laws and regulations as well as local school board policies and administrative regulations.

**8. Operations of Facility**. The District and the Joint Use Partner shall share responsibility for the day-to-day operations of the Facility. The District shall be responsible for providing staffing, supervision, and security during regularly scheduled school hours when school is in session and during any official, school-sponsored activities. The Joint Use Partner shall be responsible for

providing staffing, supervision, and security as deemed necessary by mutual agreement during all other times during which the Facility is used for community purposes.

**9. Fees for Use.**

a. Collection of Fees. The ~~Joint Use Partner~~ District shall be responsible for collecting all fees charged for community use of the Facility. Such fees shall be in accordance with a fee schedule jointly developed by the Parties on an annual basis. ~~All fees collected by the Joint Use Partner shall be used to pay the direct costs of operating and maintaining the Facility, including but not limited to staffing, maintenance and repair, cleaning, and utilities.~~

b. Time of Payment. ~~The required use fee shall be collected by the Joint Use Partner at the time scheduling is requested.~~ A scheduled use shall not be firm until the fee is paid in full. ~~If any scheduled use is canceled after payment of the use fee, all or part of the fee may be retained by the Joint Use Partner as a cancellation fee.~~ **The District expects payment for fees within 30 days from the date of billing.**

c. Fair Rental Value. The ~~Joint Use Partner~~ District shall charge fair rental value for use by any for-profit organization or by any organization involved in fund-raising activities, unless such activities are for the purpose of supporting the Facility or the Joint Use Partner. ~~The Joint Use Partner~~ District shall also charge fair rental value in the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the students of the District or for charitable purposes.

d. Civic Center Act. All community use of the Facility shall be subject to the provisions of the Civic Center Act (California Education Code section 38130 et seq.) and the District's policy and regulation implementing the Civic Center Act, all of which are hereby incorporated in this Agreement by reference. To the extent any provision of this Agreement conflicts with the Civic Center Act, the terms of the Civic Center Act shall control.

**10. Funding Responsibilities for Operations.** The Parties shall share in the day-to-day costs of operations of the Facility, including staffing, furniture and equipment, utilities, maintenance, cleaning and repair, as specifically set forth herein, **this cost will be incorporated into the fee schedule.**

**11. Furniture and Equipment.** All furniture and equipment within the Facility shall be the property of District. The Joint Use Partner shall be entitled to use such furniture and equipment in the regular course of its programs and activities without cost. However, the Joint Use Partner shall be responsible for the costs of any vandalism or theft of the furniture and equipment that occurs during times when the Joint Use Partner has supervisory responsibilities of the Facility.

**12. Utilities.** The District shall be responsible for paying all costs for utilities and services incurred by the joint use of the Facility. The Joint Use Partner shall reimburse the District

for the Joint Use Partner's share of direct and actual costs of utilities and other public services incurred by the joint use of the Facility, as set forth by monthly invoice.

**13. Maintenance and Cleaning of the Facility.** Except as otherwise provided in this Agreement, the District shall be responsible for, and pay for all necessary costs incurred for, the routine maintenance and cleaning of the Facility as determined necessary in the sole discretion of the District. The Joint Use Partner shall be responsible for reimbursing the District for its share of direct and actual costs for routine maintenance and cleaning costs incurred by the District. **This amount will be determined by the District and agreed upon by the Joint Use Partner. The cost will be incorporated in the monthly fee.** ~~as set forth by monthly invoice. The Partner may use its own staff to clean the Facility at the end of each use, but will need to follow the District's procedures and use District approved cleaners and supplies. Should the District determine, in its sole discretion, that the Joint Use Partner has failed to maintain or clean the Facility to an acceptable level, the District shall have the right to use its own staff to clean and maintain the Facility, and the Joint Use Partner shall reimburse the District for such costs, as set forth by invoice.~~

**14. Damage and Repair.** The District agrees to repair, replace, or pay for any damage done to the Facility while under District control. The Joint Use Partner agrees to repair, replace, or pay for any damage done to the Facility while under its control. Each party shall inspect the Facility before and after its scheduled usage. An inspection log will be ~~kept by both parties.~~ **created by the District. The Joint Use Partner will complete the log after each scheduled use. District staff will review and sign off on the log after each scheduled time.** Each party shall give written notice to the other of any such damage as soon as possible but no later than five (5) working days of the discovery of the damage. Each party shall notify the other of any hazardous or unsafe condition at the Facility so that the District may promptly remedy the unsafe condition. Any person or organization authorized to use the Facility shall reimburse the District and/or the Joint Use Partner, as applicable, for the entire cost of repairing any damage occurring as a result of its use of the Facility.

**15. Alterations and Improvements.** The District shall be responsible for making any alterations or improvements to the Facility. No alterations or improvements shall be made by the Joint Use Partner without prior written approval by the District.

**16. Student Safety.**

a. The District's governing board has adopted a *District Safety Plan and Emergency Procedures Handbook* (Safety Plan), ~~which is available at the District office and is fully incorporated herein by reference, to ensure the safety of students during regularly scheduled school hours.~~ This Safety Plan will be utilized by both the District and Joint Use Partner. Copies of the **Lakeview Jr. High and Orcutt Jr. High** plan will be distributed to the **Joint Use Partner.** ~~staff and employees.~~

b. The Joint Use Partner shall utilize the **Boys & Girls Club** ~~District's~~ photo identification badge system to allow students and community members to quickly and easily identify staff during an emergency. The Joint Use Partner shall be responsible for providing the District with the names of all staff, whether paid or unpaid, assigned to the Facility, ~~and the District~~

~~shall be responsible for preparing photo identification badges for such staff~~ **The Joint Use Partner will pay and provide their staff with Tuberculosis testing.**

c. All District and Joint Use Partner staff shall be tested for tuberculosis and shall undergo fingerprinting background checks through the State Department of Justice. ~~The District~~ **Joint Use Partner** shall be responsible for conducting all such testing and background checks ~~of Joint Use Partner employees~~. No person shall be assigned to the Facility by the District or the Joint Use Partner unless he or she satisfies all safety and background check requirements applicable to District employees under District Policy and the California Education Code. **The Joint Use Partner will provide verification of background checks for each Joint Use Partner staff member using the facility upon request from the District.**

**17. Insurance.** Each party agrees to either self-insure in an amount not less than specified below or insure against damages or injuries which may arise from the activities contemplated by this Agreement by purchasing and maintaining for the term of this Agreement a commercial general liability insurance policy, and automobile policy, both with a combined single limit of not less than two million dollars (\$2,000,000), which policy shall include or be endorsed to include the other party as an additional insured. The Parties agree to provide evidence of such insurance upon request. Each party shall also carry Workers' Compensation Insurance for its own employees as required by law.

**18. Indemnification.** District and Joint Use Partner shall not be liable for any loss, damage or injury of any kind or character to any person or property caused by or arising from any act or omission of the other party, or any of its agents, employees, licensees or invitees, except as occasioned by the sole negligence of the District or Joint Use Partner respectively or their agents, employees, licensees or invitees.

District shall indemnify and hold harmless Joint Use Partner and its officers, employees and agents from and against any and all claims, actions, damages, liability and expenses, including attorneys' fees, in connection with the loss of life, personal injury and/or damage to property arising from the use by District of the Facility or any part thereof, or arising from or out of District's failure to comply with any provision of this Agreement, or otherwise occasioned wholly or in part by any act or omission of District, its agents, representatives, employees, invitees or licensees. In case Joint Use Partner shall, without fault on its part, be made a party to any litigation commenced against District, then District shall protect and hold it harmless and shall pay all costs, expenses and reasonable attorneys' fees incurred by Joint Use Partner in connection with any such litigation.

Joint Use Partner shall indemnify and hold harmless District and its officers, employees and agents from and against any and all claims, actions, damages, liability and expenses, including attorneys' fees, in connection with the loss of life, personal injury and/or damage to property arising from the use by Joint Use Partner of the Facility or any part thereof, or arising from or out of Joint Use Partner's failure to comply with any provision of this Agreement, or otherwise occasioned wholly or in part by any act or omission of Joint Use Partner, its agents, representatives, employees, invitees or licensees. In case District shall, without fault on its part, be made a party to any litigation commenced against Joint Use Partner, then Joint Use Partner shall protect and hold it harmless and shall pay all costs, expenses and reasonable attorneys' fees incurred by District in connection with any such litigation.

**19. Joint Use Partner Addition or Substitution.** The District may substitute one Joint Use Partner for another by providing six (6) months advance written notice to the Joint Use Partner. The District may also add an additional Joint Use Partner(s) to support this Agreement and its stated purposes by providing six (6) months advance written notice to the Joint Use Partner. Substitution or addition of Joint Use Partner(s) can occur at any time by mutual agreement of the Parties. Each additional Joint Use Partner shall be required to enter into a separate agreement with the District which shall address the division of responsibilities between or among the Joint Use Partners. In addition, the Parties hereto shall amend this Agreement as necessary to reflect any change in responsibilities resulting from the addition of Joint Use Partner(s).

**Termination.** This Agreement shall automatically terminate in the event the Facility is not approved by the State Department of Education or the Division of the State Architect within one (1) year of execution. This Agreement shall also automatically terminate in the event the Facility is not approved for funding by the State Allocation Board within one (1) year of execution. In such cases, the Parties may amend this Agreement or enter into a new agreement for the same purposes contained herein. After the initial 40-year term of this agreement, either party may terminate this agreement by providing at least six (6) months written notice prior to the end of each subsequent five (5) year term.

**20. Exclusive Control.** Notwithstanding any other provision in this Agreement, the District shall have the right to assume full control of operations of the Facility, for the community purposes set forth herein, when such control is necessary to preserve the health and safety of its students or faculty, as determined by the District in its sole discretion. The District shall also have the right to assume full control of all operations of the Facility, for the community purposes set forth herein, in the event the Joint Use Partner commits a substantial breach of the terms of this Agreement, and the breach has not been corrected within a reasonable period of time after written notice has been provided by the District. In the event the District assumes exclusive control of the Facility under this section, the District shall take action to reinstate or substitute the Joint Use Partner as soon as practicable so as to fulfill the purposes of this Agreement.

**21. Assignment and Sublease.** This Agreement or any interest of either party herein shall not at any time after the date hereon, without the prior written consent of the other party, be assigned or transferred by the other party. The Parties shall at all times remain liable for the performance of the covenants and conditions to be performed pursuant to this Agreement, notwithstanding any assignment or transfer which may be made.

**22. Operational Contacts.** District and Joint Use Partner shall provide each other with the names and telephone numbers of personnel that are responsible for the day to day operations of programs and facilities. Said list shall be updated as needed based on personnel changes.

**23. Official Representatives.** District and Joint Use Partner shall provide each other with the names and telephone numbers of its official Representative for purposes of this Agreement. **Joint Use Partner will provide their staff with name badges and wear them while on District property during their scheduled event.**

**24. Notices.** All notices, statements, demands, requests, consents, approvals, authorizations, appointments or designations hereunder by either party to the other shall be in writing and shall be sufficiently given and served upon the other party, if sent by United States registered mail, return receipt requested, postage prepaid and addressed as follows:

**District:** Orcutt Union School District  
Attn: ~~Gary Black~~ Assistant Superintendent, Business Services  
~~P.O. Box 2310~~ 500 Dyer St.  
Orcutt, CA 93457-2310

**Joint Use Partner:** Boys and Girls Club of ~~Santa Maria Valley~~ Mid Central Coast  
Attn: ~~Bill Libben~~ Chief Executive Officer  
~~P.O. Box 760~~ 901 N. Railroad Avenue Santa  
Maria, CA 934558

Either party may change its address or contact person by giving notice to the other party

**25. Validity.** If any one or more of the terms, provisions, promises, covenants or conditions of this Agreement shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions of this Agreement shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

**26. Amendment.** This Agreement, including Exhibits attached hereto, set forth the entire agreement between District and Joint Use Partner, and any modifications must be in the form of a written amendment agreed to by the Parties.

**27. Waiver.** The failure of either party to insist upon strict performance of any of the terms, conditions or covenants in this Agreement shall not be deemed a waiver of any right or remedy for a subsequent breach or default of the terms, conditions or covenants herein contained.

**28. Counterparts.** This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one in the same Agreement.

**29. Time.** Time is of the essence of every provision of this Agreement in which time is an element.

**30. Entire Agreement.** This Agreement, including the exhibit attached hereto, and the documents herein incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior agreements between the Parties with respect to the matters contained in this Agreement.

**IN WITNESS WHEREOF**, the Parties have executed this Agreement as of the date(s) indicated below.

**DISTRICT:**

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

The Orcutt Union School District

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

Title: \_\_\_\_\_

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

**JOINT USE PARTNER:**

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

Boys and Girls Club of ~~Mid Santa Maria Valley~~ **Central Coast**

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

Title: \_\_\_\_\_

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

\_\_\_\_\_  
EIN # for Proof of Non-Profit

## EXHIBIT (A)

### DESCRIPTION OF SITE AND FACILITY

A gymnasium to be built at Lakeview Junior High School in the County of Santa Barbara, State of California. The gymnasium facilities consist of the gym, a lobby, snack bar, restrooms and storage areas. The gymnasium is approximately 10,640 sq. ft., the ancillary spaces like the lobby, restrooms, snack bar and electrical room are 2,388 sq. ft. for a total of 13,028 sq. ft. The plans for the gymnasium and ancillary buildings are approved by the Division of State Architect. There are architectural plans that the Division of State Architect has reviewed but not yet approved for shower and locker rooms. The shower and locker rooms will be built as soon as funding is available. The current project will include boy's and girl's lockers and changing rooms that will be housed in two (2) modular classrooms until permanent rooms can be built. Attached are site (A-1-2) and elevation (A-1-3) drawings.

The gymnasium at Orcutt Jr. High consists of a basketball court and restroom.

Revised 8/13/2021

Revised 10/28/19



**Joseph Dana**  
**Assistant Superintendent of Educational Services**



December 6, 2021

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: School Plans for Student Achievement

## Background

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The SPSA increases the overall effectiveness of the school program by maximizing the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (or in the case of the Orcutt Academy, the School Advisory Council) is required to annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to Education Code Sections 52853(b) and 52855.

Orcutt's SPSAs have five common goal areas: raising English/language arts achievement, raising mathematics achievement, increasing attendance, improving school culture, and reducing suspensions. The goals are in alignment with the Orcutt Union School District's strategic plan and Local Control and Accountability Plan (LCAP).

## Recommendation

At the December 15 school board meeting we will present School Plans for Student Achievement for Alice Shaw, Joe Nightingale, Patterson Road, Pine Grove, Ralph Dunlap, and Olga Reed schools; Lakeview and Orcutt junior high schools; the Orcutt School for Independent Study; and the Orcutt Academy Charter School. Staff recommends these be approved as submitted.

## Fiscal Impact

No funding implications.

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Alice Shaw Elementary School
<b>Address</b>	759 Dahlia Place Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42 69260 6045736
<b>Principal</b>	Helena Avedikian
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 19, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	November 30, 2021
<b>Local Board Approval Date</b>	December 15, 2021

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	4
School Profile.....	4
Stakeholder Involvement .....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	12
Student Population.....	16
Overall Performance .....	18
Academic Performance.....	19
Academic Engagement.....	24
Conditions & Climate.....	26
Annual Review and Update .....	28
Goal 1.....	28
Goal 2.....	33
Goal 3.....	37
Goal 4.....	39
Goal 5.....	42
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	49
Goal 3.....	54
Goal 4.....	56
Goal 5.....	60
Budget Summary and Consolidation .....	64
Budget Summary .....	64
Allocations by Funding Source.....	64
Expenditures by Funding Source .....	65
Expenditures by Budget Reference .....	66
Expenditures by Budget Reference and Funding Source .....	67
School Site Council Membership .....	68
Recommendations and Assurances .....	69
Addendum.....	70
Instructions: Linked Table of Contents.....	70

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....73  
Appendix B: Select State and Federal Programs.....75

# School Vision and Mission

The District's vision, "As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative and inclusive culture," is embodied in the faculty and staff of Alice Shaw School. We provide a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. Students receive standards-based curriculum, presented by dedicated professionals based on the individual needs of the students. We constantly seek the most promising practices that support student learning. Professional Learning Community school teams work interdependently to achieve common goals linked to the purpose of learning for all students. Educational decisions and programs are based on current research and practice to meet the needs of all students. Implementation of a standards based curriculum provides students with meaningful, real-world experiences. Ongoing evaluation of student progress and achievement helps us refine the instructional program to enable students to achieve academic proficiency. Technology is used in the classroom to support and enhance effective teaching and learning.

**Mission:** To ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and maintaining high expectations.

**Vision:**

At Alice Shaw, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2021-2022 school year, Shaw School is continuing to focus on High Quality First Instruction for all students and sub-groups.

This High Quality First Instruction includes the Instructional Focus area listed below:

\*Continue implementation of the district adopted Common Core English Language Arts Curriculum including the ELA and ELD core pathways

\*Continue implementation of the district adopted Common Core Math Curriculum

\*Continue and expand implementation of a Multi-Tier System of Supports (MTSS) - Universal screening for ELA and Math, intervention for ELA and Math; and regular progress monitoring.

\*Continue implementation of Positive Behavioral Interventions and Supports (PBIS), including school-wide expectations

# School Profile

Alice Shaw Elementary School is located in the northern region of Santa Barbara County and serves students in grades K-6 following a traditional calendar. In 2021-22, the school's overall ethnic make-up is as follows: 64% Hispanic, 0.21% Asian, 1% Filipino, 1% Black/African American, 27% White, 4.5% Two or More Races, and 2.7% other groups.

For the 2021-2022 school year, 482 students are enrolled including 17% classified as English Language Learners, 11% in students with disabilities, and 47.76% socioeconomically disadvantaged.

**English Language Learners:** English Learners represent 17 percent of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

**Students with Disabilities:** Students with Disabilities represent 11 percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech &

language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Shaw parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Shaw families are encouraged to participate in the following school activities throughout the school year: Back-to-School Night, PTA Apex Event, Spring Fling Festival, Family "Fun" Nights, Open House, Book Fair, Family Movie Nights, Family Bingo Night, and other assorted PTA activities.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 09/23/21 and 10/21/21

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

9/30/21 - Met with PTA to share school site goals and proposed SPSA

10/6/21 and 12/2/21 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

10/20/21 - Met with school staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

11/30/21 Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.35%	0.53%	0.6%	2	3	3
Asian	0.87%	0.35%	0.4%	5	2	2
Filipino	0.35%	0.88%	0.9%	2	5	5
Hispanic/Latino	56.85%	58.94%	62.1%	328	333	334
Pacific Islander	0.17%	0.18%	0.2%	1	1	1
White	32.58%	30.27%	27.9%	188	171	150
Multiple/No Response	%	2.3%	5.2%		37	28
<b>Total Enrollment</b>				<b>577</b>	<b>565</b>	<b>538</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	71	63
Grade 1	74	72	75
Grade 2	95	72	71
Grade 3	82	99	72
Grade 4	95	77	88
Grade 5	74	96	80
Grade 6	91	78	89
<b>Total Enrollment</b>	<b>577</b>	<b>565</b>	<b>538</b>

### Conclusions based on this data:

1. Overall enrollment is declining steadily, with fluctuations between grade levels.
2. Kindergarten enrollment is increasing slightly, which will play out in future grades.
3. The largest subgroup is Hispanic/Latino.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	91	90	83	15.8%	15.9%	15.4%
Fluent English Proficient (FEP)	20	29	22	3.5%	5.1%	4.1%
Reclassified Fluent English Proficient (RFEP)	2	15	7	2.2%	16.5%	7.8%

### Conclusions based on this data:

1. The rate of reclassification of English Learners has decreased over the past three years.
2. The percentage of Fluent English Proficient (FEP) students has remained steady over the past three years.
3. The number and percent of RFEP students continues to shift, which is reflective of changes in standards, assessments, and reclassification criteria.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	93	82	70	92	80	70	92	80	95.9	98.9	97.6
Grade 4	91	72	92	88	72	92	87	72	92	96.7	100	100
Grade 5	110	91	77	110	89	77	110	89	77	100	97.8	100
Grade 6	96	112	92	94	111	90	94	111	90	97.9	99.1	97.8
All Grades	370	368	343	362	364	339	361	364	339	97.8	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.8	2412.1	2414.3	15.71	11.96	15.00	20.00	30.43	21.25	34.29	29.35	37.50	30.00	28.26	26.25
Grade 4	2431.0	2441.8	2457.7	16.09	12.50	13.04	14.94	27.78	26.09	27.59	19.44	38.04	41.38	40.28	22.83
Grade 5	2494.5	2481.0	2521.4	18.18	16.85	20.78	26.36	25.84	48.05	30.91	21.35	15.58	24.55	35.96	15.58
Grade 6	2538.0	2555.0	2548.7	15.96	18.92	16.67	34.04	50.45	46.67	38.30	19.82	22.22	11.70	10.81	14.44
All Grades	N/A	N/A	N/A	16.62	15.38	16.22	24.38	34.89	35.40	32.69	22.53	28.61	26.32	27.20	19.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.57	14.13	16.25	44.29	60.87	53.75	37.14	25.00	30.00
Grade 4	14.94	15.28	14.13	50.57	45.83	59.78	34.48	38.89	26.09
Grade 5	22.73	19.10	35.06	45.45	42.70	51.95	31.82	38.20	12.99
Grade 6	25.53	27.03	28.89	56.38	55.86	48.89	18.09	17.12	22.22
All Grades	20.78	19.51	23.30	49.31	51.92	53.69	29.92	28.57	23.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.57	13.04	23.75	51.43	53.26	50.00	30.00	33.70	26.25
Grade 4	10.47	18.06	10.87	48.84	48.61	63.04	40.70	33.33	26.09
Grade 5	24.55	21.35	22.08	50.00	41.57	62.34	25.45	37.08	15.58
Grade 6	23.40	28.83	28.89	58.51	54.95	56.67	18.09	16.22	14.44
All Grades	19.72	20.88	21.24	52.22	50.00	58.11	28.06	29.12	20.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.96	11.25	71.43	73.91	76.25	18.57	14.13	12.50
Grade 4	5.75	5.56	14.13	60.92	76.39	75.00	33.33	18.06	10.87
Grade 5	20.00	15.73	16.88	61.82	55.06	74.03	18.18	29.21	9.09
Grade 6	17.02	24.32	13.33	75.53	64.86	76.67	7.45	10.81	10.00
All Grades	13.85	15.38	13.86	67.04	67.03	75.52	19.11	17.58	10.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.96	11.25	52.86	61.96	60.00	37.14	26.09	28.75
Grade 4	11.49	15.28	17.39	51.72	54.17	56.52	36.78	30.56	26.09
Grade 5	25.45	23.60	28.57	48.18	46.07	49.35	26.36	30.34	22.08
Grade 6	31.91	33.33	28.89	51.06	56.76	58.89	17.02	9.91	12.22
All Grades	20.78	21.98	21.53	50.69	54.95	56.34	28.53	23.08	22.12

**Conclusions based on this data:**

1. Analysis of CAASPP ELA results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the three year period.
2. Analysis of CAASPP ELA results from 2016-2019 shows a decrease in the percentage of students who scored Standard Not Met over the three year period.
3. The percentage of students meeting or exceeding standards in ELA on the 2019 CAASPP increased .46% in 2019. 50.73% of students met or exceeded standard in ELA. Individual student growth was demonstrated in 5th grades. 3rd grade 36% (increase of 6%), 4th grade 39% (decrease of 1%), 5th grade 69% (increase of 26%), and 6th grade 60% (decrease of 9%).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	93	82	70	92	80	70	92	80	95.9	98.9	97.6
Grade 4	91	72	92	88	72	92	88	72	92	96.7	100	100
Grade 5	110	91	77	108	89	77	108	89	77	98.2	97.8	100
Grade 6	96	112	92	95	111	90	95	111	90	99	99.1	97.8
All Grades	370	368	343	361	364	339	361	364	339	97.6	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.2	2416.5	2427.0	8.57	7.61	11.25	27.14	31.52	35.00	45.71	32.61	28.75	18.57	28.26	25.00
Grade 4	2442.5	2466.7	2455.1	7.95	11.11	5.43	26.14	26.39	27.17	32.95	43.06	41.30	32.95	19.44	26.09
Grade 5	2488.0	2470.1	2511.4	12.96	13.48	19.48	12.96	15.73	20.78	41.67	26.97	36.36	32.41	43.82	23.38
Grade 6	2535.6	2550.3	2530.5	22.11	23.42	22.22	22.11	27.03	21.11	30.53	32.43	28.89	25.26	17.12	27.78
All Grades	N/A	N/A	N/A	13.30	14.56	14.45	21.33	25.27	25.96	37.40	33.24	33.92	27.98	26.92	25.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	25.00	27.50	52.86	42.39	40.00	30.00	32.61	32.50
Grade 4	12.50	26.39	14.13	32.95	36.11	42.39	54.55	37.50	43.48
Grade 5	17.59	19.10	29.87	38.89	26.97	40.26	43.52	53.93	29.87
Grade 6	27.37	31.82	28.89	34.74	44.55	37.78	37.89	23.64	33.33
All Grades	18.84	25.90	24.78	39.06	38.02	40.12	42.11	36.09	35.10

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	17.14	14.13	30.00	54.29	50.00	47.50	28.57	35.87	22.50
<b>Grade 4</b>	10.23	16.67	15.22	48.86	56.94	46.74	40.91	26.39	38.04
<b>Grade 5</b>	13.89	13.48	14.29	49.07	40.45	55.84	37.04	46.07	29.87
<b>Grade 6</b>	27.37	25.23	25.56	40.00	52.25	42.22	32.63	22.52	32.22
<b>All Grades</b>	17.17	17.86	21.24	47.65	49.73	47.79	35.18	32.42	30.97

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	14.29	11.96	17.50	61.43	60.87	57.50	24.29	27.17	25.00
<b>Grade 4</b>	11.36	13.89	14.13	50.00	65.28	40.22	38.64	20.83	45.65
<b>Grade 5</b>	9.26	14.61	15.58	49.07	37.08	50.65	41.67	48.31	33.77
<b>Grade 6</b>	20.00	23.42	21.11	50.53	49.55	51.11	29.47	27.03	27.78
<b>All Grades</b>	13.57	16.48	17.11	52.08	52.47	49.56	34.35	31.04	33.33

**Conclusions based on this data:**

1. Analysis of CAASPP Mathematics results from 2015-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the four year period (2015-2019).
2. We believe that with time and exposure to CCSS, students will continue the trend of increased academic achievement. Continued access to challenging mathematical problems will increase students' opportunities for demonstrating effective understanding of concepts and procedures, problem solving and modeling, and communicating reasoning.
3. The percentage of students meeting or exceeding standards in Math on the 2019 CAASPP increased .58% in 2019. 40.41% of students met or exceeded standard in Math. Individual student growth was demonstrated in 5th grade in Math. 3rd grade 46% (increase of 7%), 4th grade 32% (decrease of 5%), 5th grade 40% (increase of 11%), and 6th grade 43% (decrease of 7%).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1423.8	*	1430.7	*	1407.5	*	13
Grade 1	1448.8	1426.1	1456.3	1438.7	1440.6	1412.7	13	11
Grade 2	1503.8	*	1514.0	*	1492.9	*	12	9
Grade 3	1512.9	1512.1	1512.5	1514.1	1512.9	1509.7	18	13
Grade 4	1534.7	1536.2	1516.4	1543.6	1552.5	1528.0	14	14
Grade 5	*	1555.5	*	1548.9	*	1561.5	*	11
Grade 6	1572.5	*	1566.9	*	1577.6	*	13	10
All Grades							88	81

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	46.15	*	30.77	*	15.38	*	13
1	*	0.00	*	27.27	*	54.55	*	18.18	13	11
2	*	*	*	*	*	*		*	12	*
3	*	15.38	*	61.54	*	23.08	*	0.00	18	13
4	*	21.43	*	64.29	*	7.14		7.14	14	14
5	*	54.55	*	45.45		0.00		0.00	*	11
6	*	*	*	*		*		*	13	*
All Grades	48.86	20.99	31.82	48.15	*	22.22	*	8.64	88	81

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	46.15	*	30.77		15.38	*	13
1	*	9.09	*	27.27	*	45.45	*	18.18	13	11
2	91.67	*		*	*	*		*	12	*
3	*	61.54	*	30.77	*	7.69	*	0.00	18	13
4	*	57.14	*	35.71	*	7.14		0.00	14	14
5	*	72.73	*	27.27		0.00		0.00	*	11
6	84.62	*	*	*		*		*	13	*
<b>All Grades</b>	63.64	39.51	22.73	35.80	*	17.28	*	7.41	88	81

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	23.08	*	61.54	*	7.69	*	13
1	*	0.00	*	18.18	*	27.27	*	54.55	13	11
2	*	*	*	*	*	*		*	12	*
3	*	15.38	*	23.08	*	53.85	*	7.69	18	13
4	*	14.29	*	14.29	*	64.29		7.14	14	14
5	*	9.09	*	63.64	*	27.27		0.00	*	11
6	*	*	*	*	*	*		*	13	*
<b>All Grades</b>	35.23	12.35	35.23	29.63	18.18	41.98	*	16.05	88	81

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	7.69	*	92.31		0.00	*		13
1	*	36.36	*	36.36	*	27.27	13		11
2	91.67	*	*	*		*	12		*
3	*	30.77	*	69.23	*	0.00	18		13
4	*	42.86	*	57.14		0.00	14		14
5	*	18.18	*	81.82		0.00	*		11
6	*	*	*	*		*	13		*
<b>All Grades</b>	60.23	28.40	34.09	64.20	*	7.41	88		81

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	69.23		23.08	*	13
1	*	0.00	*	90.91	*	9.09	13	11
2	*	*	*	*		*	12	*
3	*	69.23	*	30.77	*	0.00	18	13
4	78.57	57.14	*	42.86		0.00	14	14
5	*	90.91	*	9.09		0.00	*	11
6	84.62	*	*	*		*	13	*
All Grades	62.50	44.44	32.95	49.38	*	6.17	88	81

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	92.31	*	0.00	*	13
1	*	9.09	*	36.36	*	54.55	13	11
2	*	*	*	*	*	*	12	*
3	*	0.00	*	84.62	*	15.38	18	13
4	*	14.29	78.57	78.57		7.14	14	14
5	*	9.09	*	90.91	*	0.00	*	11
6	*	*	*	*	*	*	13	*
All Grades	34.09	11.11	46.59	74.07	19.32	14.81	88	81

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	38.46	*	23.08	*	13
1	*	0.00	*	54.55	*	45.45	13	11
2	*	*	*	*		*	12	*
3	*	23.08	66.67	76.92	*	0.00	18	13
4	*	21.43	*	71.43		7.14	14	14
5	*	18.18	*	81.82		0.00	*	11
6	*	*	*	*		*	13	*
All Grades	45.45	24.69	46.59	60.49	*	14.81	88	81

**Conclusions based on this data:**

1. According to most recent ELPAC, NWEA, and classroom grades data from Spring 2019, significant numbers of English Learners in grades 1-6 will re-designate.
2. The performance of English Learner students shows a relative strength in Oral Language.
3. The performance of English Learner students shows an area of needed growth in Written Language.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
565	58.8	15.9	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	15.9
Foster Youth	4	0.7
Homeless	10	1.8
Socioeconomically Disadvantaged	332	58.8
Students with Disabilities	66	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	2	0.4
Filipino	5	0.9
Hispanic	333	58.9
Two or More Races	37	6.5
Pacific Islander	1	0.2
White	171	30.3

### Conclusions based on this data:

1. The percentage of English Learners over the past three years ranges from 14.9% to 15.7%.
2. The percentage of SES students has increased over the years (from 49% to over 54%) due to additional families qualifying for free/reduced meals.
3. The largest student group by race/ethnicity is the Hispanic student group.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Overall Academic Performance in ELA (-7.1%) and Math (-4.9%) declined in 2019, with a notable increase in scores for 5th grade in ELA (+26%) and Math (+11%). No student groups fell in the "red" category in Overall Performance.
2. Suspension rates have slightly increased (1.4% to 2.2%).
3. School-wide attendance has slightly increased (95.3% from 95.4%). Sickness and home factors have influenced absenteeism.

# School and Student Performance Data

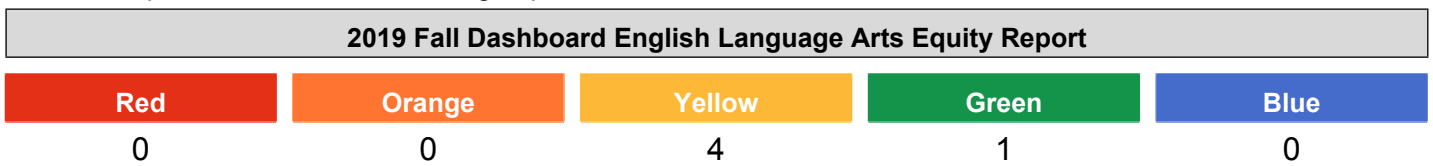
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.4 points above standard</p> <p>Increased ++9.8 points</p> <p>329</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>8.6 points below standard</p> <p>Increased Significantly ++17.2 points</p> <p>62</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>12.5 points below standard</p> <p>Increased Significantly ++18.4 points</p> <p>192</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>50.5 points below standard</p> <p>Increased Significantly ++39.1 points</p> <p>34</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3 points below standard Increased Significantly ++16.3 points 190	 No Performance Color 18.7 points above standard Increased ++8.6 points 23	 No Performance Color 0 Students	 Green 12.9 points above standard Increased ++4.2 points 110

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
42.7 points below standard Increased ++3.8 points 42	62.9 points above standard Increased Significantly ++20.4 points 20	2.8 points above standard Increased ++8.8 points 260

**Conclusions based on this data:**

- While data trends show improvement in most subgroups, we are not at proficiency levels we seek for all students. No student groups fell in the "red" category in English Language Arts.
- Students with Disabilities is an area of focus that will continue to be monitored in all academic areas.
- In the area of English Language Arts, growth was demonstrated by Students with Disabilities.

# School and Student Performance Data

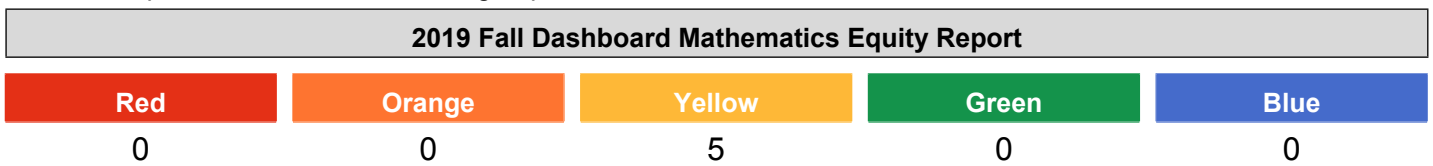
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>20.1 points below standard</p> <p>Increased ++3.4 points</p> <p>329</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>25.7 points below standard</p> <p>Increased ++10.8 points</p> <p>62</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>32.5 points below standard</p> <p>Increased ++9 points</p> <p>192</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>72.8 points below standard</p> <p>Increased Significantly</p> <p>++25.4 points</p> <p>34</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.1 points below standard Increased ++7.5 points 190	 No Performance Color 0.7 points below standard Increased ++14.1 points 23		 Yellow 5.7 points below standard Maintained -2.2 points 110

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.6 points below standard Maintained -1.3 points 42	39.3 points above standard Increased ++13.2 points 20	20.2 points below standard Maintained ++1.2 points 260

**Conclusions based on this data:**

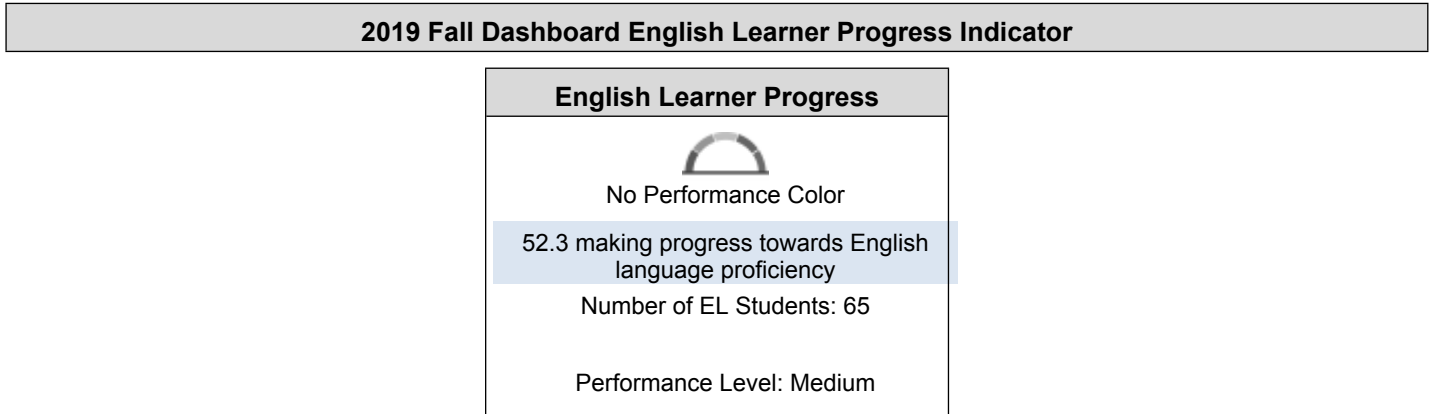
1. While data trends show improvement in some subgroups, we are not at proficient levels we seek for all students.
2. In the area of Math, growth was demonstrated by Socioeconomically Disadvantaged students and English Learners.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	29.2	12.3	

### Conclusions based on this data:

1. Overall English Learners (EL) are making progress. A majority of students (80.7%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. Continued access to challenging text (Wonders, libraries, Compass Learning) will increase opportunities for EL students to grow academically in English Language Arts.
3. A small percentage of English Learners score in Level 1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.7</p> <p>Increased +1</p> <p>595</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>6.1</p> <p>Maintained +0.1</p> <p>98</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>12.8</p> <p>Maintained +0.1</p> <p>359</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>17.3</p> <p>Increased +7.3</p> <p>75</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.1 Maintained -0.4 341	 Green 7.7 Declined -1.6 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 11.5 Increased Significantly +3.9 192

**Conclusions based on this data:**

1. Of the student groups large enough to qualify to receive a color designation, Socioeconomically Disadvantaged have the highest rate of chronic absenteeism (12.8% 2019). This is an increase of .1%.
2. The English Learners subgroup has slightly decreased from 2018 to 2019 (.65%).
3. The All Students group has slightly increased from 2018 to 2019 (.62%).

# School and Student Performance Data

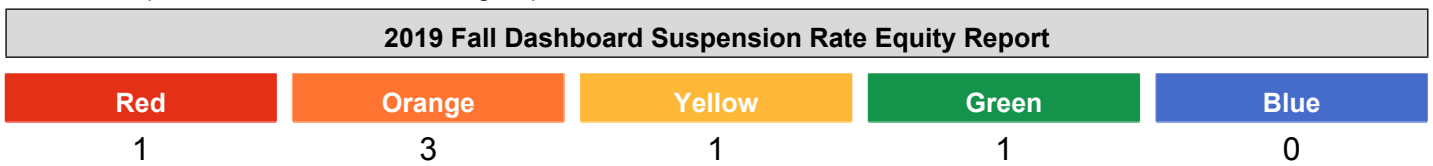
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2.3</p> <p>Increased +1.2</p> <p>610</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1</p> <p>Maintained 0</p> <p>102</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.4</p> <p>Increased +1.7</p> <p>368</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>8</p> <p>Increased +5.1</p> <p>75</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +1.8 347	 Orange 1.9 Increased +1.9 54	 No Performance Color Less than 11 Students - Data 1	 Yellow 1.5 Maintained +0.1 199

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	2.3

**Conclusions based on this data:**

1. Data indicates our Hispanic group continues to have the highest rate of suspension.
2. Our continued efforts to engage parents and examine our school structure for addressing student behavior will have a positive impact in suspension rates moving forward.
3. No student group is in orange or red for suspension rate.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups</p> <p>Goal for Spring 2021 CAASPP state standards aligned test for 3rd-6th grade students and subgroups percentage of students mastering or exceeding mastery                      All Students: 56.6% - Goal for Spring 2021                      Hispanic: 52.43%                      Socioeconomically Disadvantaged: 51.27%                      English Learners: 35.23%                      Students with Disabilities: 31.47%</p>	<p>Due to COVID-19 2021 CASPP assessment was not administered. NWEA MAP for grades 3-6 was administered. Percentage of students demonstrating mastery or exceeding mastery in grades 3-6: 46% (150 students)</p>
<p>Results from Spring 2021 NWEA results for 1st-2nd grade students.</p>	<p>The percentage of students scoring "Hi or HiAvg" will increase by 5% as measured by NWEA Reading Assessment</p> <p>Goal for Spring 2021:                      48% for 1st grade                      39% for 2nd grade</p>	<p>The Spring 2021 goal for 1st and 2nd grade were not met.                      12.7% for 1st grade                      30.8% for 2nd grade</p>
<p>Spring 2021 Acadience assessment for Kindergarten</p>	<p>By Spring 2021, the percentage of Kindergarten students at the "At or Above" benchmark will increase by 10%</p> <p>Goal for 2021: 40% of students scoring at "At or Above" benchmark</p>	<p>The Spring 2021 goal for Kindergarten was not met. 21% of students scored "At or Above" benchmark.</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss students learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. School-wide focus on strong Tier 1 instruction</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CASSPP testing was not done in the spring so teams did no need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they have been able to do pre-COVID.</p>	<p>PLC Teachers will meet during designated time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds None Specified District Funded 0</p>	<p>Support for Lead PLC teachers (Stipend) is provided by the district using LCFF- Supplemental Funds None Specified District Funded 0</p>
<p>Provide additional materials (including technology and/or software) to enhance the California State Standards instructional tools and support materials in the classroom. Library books and supplemental materials including non-fiction text and technology will be purchased to provide additional materials for students.</p> <p>Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Student reading books were purchased to enhance classroom libraries, increasing the number of books at students' independent and instructional reading level.</p> <p>Renaissance (Accelerated Reader) was purchased to assess students' independent and instructional reading levels.</p>	<p>Supplemental/enhance curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 12,959.34</p>	<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 13,293</p> <p>Purchase network based Renaissance (Accelerated Reader) program to support, assess/monitor and enhance the reading and Language Arts programs. 4000-4999: Books And Supplies General Fund 3,200</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Identified students will receive targeted support through on-site intervention programs provided by classroom teachers, grade level teams, and hourly intervention teachers.</p> <p>Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom.</p> <p>Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.</p>	<p>The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year. With guidance and support from TOSAs, hourly support teachers administered Acadience tests to all students in 1-3 grade and to identified students in grades 4 and up. TOSAs, hourly support teachers then utilized Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operated four days a week during times when students in the group were not participating in live synchronous instruction with their classroom teacher. Groups proceeded even during the period of hybrid instruction from March 2021 to the end of the year.</p>	<p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 39,266.66</p> <p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32,824.66</p>	<p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries Title I 55,050.18</p> <p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,000</p> <p>After school intervention teacher and computer access program. 1000-1999: Certificated Personnel Salaries District Funded 6,781</p> <p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 13,000</p>
<p>All teachers working with Title 1 students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Teacher on Special Assignment (TOSA)/Instructional Coach.</p> <p>The TOSA will provide support for identification of and training in effective, research-based</p>	<p>Teachers continued their use of district-adopted textbook programs in English Language arts. Because the district remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs.</p> <p>TOSAs were assigned to school sites and in the TOSAs' area of focus. Additionally, TOSAs planned voluntary professional development sessions each Monday</p>	<p>TOSA Salary and benefits 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>TOSA Salary and benefits 1000-1999: Certificated Personnel Salaries District Funded 62,172</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>interventions for at-risk youths.</p> <p>The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.</p>	<p>afternoon. Topics ranged from techniques for teaching virtually to online components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Monday's during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly TOSA Tips" email newsletter.</p>		
			<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

No significant differences but actual expenditures reflect all funds (District, LCFF, Title 1, General fund).



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

The district began its response to the unfinished learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level instruction for the current school year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub groups.</p> <p>Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students: 45.41% Hispanic: 39.53% Socioeconomically Disadvantaged: 39.33% Students with Disabilities: 31.47% English Learner: 21.28%</p>	Due to COVID-19 2021 CASPP assessment was not administered. NWEA MAP for grades 3-6 was administered. Percentage of students demonstrating mastery or exceeding mastery in grades 3-6: 24.5% (80 students)
Results from Spring 2021 NWEA results for 1st-2nd grade students.	<p>The percentage of students scoring "Hi or HiAvg" (1st and 2nd grades) will increase by 5% as measured by NWEA Reading Assessment</p> <p>Goal for Spring 2021: 39% 1st grade and 2nd grade students scoring in HI or HiAvg</p>	The Spring 2021 goal for 1st and 2nd grade was not met. 14% for 1st grade 9% for 2nd grade
End-of-year OUSD Report Card 80% Kindergarten Students proficient in "Single Digit Addition and Subtraction"	<p>The percentage of students scoring proficient in addition and subtraction will increase by 5% as measured by OUSD Report Card Assessment Goal for Spring 2021: 85%</p>	This data was not collected due to the demands on teachers during the implementation of hybrid/blended instruction in Spring 2021.

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly in Professional Learning Communities (PLCs) with	Throughout distance learning and continuing in hybrid/blended learning,	Reported under Goal 1 4000-4999: Books And	Reported under Goal 1 4000-4999: Books And

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p>	<p>time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CASSPP testing was not done in the spring so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they have been able to do pre-COVID.</p>	<p>Supplies District Funded 0</p>	<p>Supplies District Funded 0</p>
<p>All teachers working with Title 1 students will be supported in implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Teacher on Special Assignment (TOSA)/Instructional Coach and consultant.</p> <p>The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths, English learners, and Socioeconomically Disadvantaged students.</p>	<p>TOSAs continue to support classroom teachers with implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional development sessions offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support.. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter.</p>	<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p>
		<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.</p>			
<p>School-wide focus on Tier 1 Instruction: Increase academic vocabulary, math facts and concepts, critical thinking skills, student engagement and targeted assessments. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>	<p>There will be a school-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement. Professional Reading/Development for Number Talks 4000-4999: Books And Supplies LCFF - Supplemental 2000</p> <p>Reported under Goal 1 None Specified LCFF - Supplemental 0</p>	<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 3,500</p>
<p>Math instruction will be aligned with California State Standards. Grade levels will establish common instruction and common assessments geared to essential standards. Continue to implement district adopted programs/curriculum at each grade level. Provide additional materials and incentives to supplement instructional tools in the classroom (California State Standard Focus).</p> <p>Staff members will have the opportunity to participate in targeted math professional growth opportunities (Number</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6-8) with an emphasis on online components of the programs that were suited for distance and hybrid learning.</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Reported under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Reported under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Talks). (Expenditure Listed on Goal #1)			
Provide opportunities for math enrichment including math club and Math Super Bowl.	Due to COVID-19, the North County Math Super Bowl was not held.	Materials and supplies supporting participation in the North County Math Superbowl 4000-4999: Books And Supplies LCFF - Supplemental 500	Materials and supplies supporting participation in the North County Math Superbowl. 4000-4999: Books And Supplies General Fund 0

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students had unfinished learning in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

No significant differences but actual expenditures reflect all funds (District, LCFF, Title 1, General fund).

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

The district began its response to the unfinished learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering kindergarten, seventh grade, and eighth grade. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year. As for professional development, the district plans to have Michele Douglass focus her support on grades 3, 4, and 5 this school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Attendance rates for all students will be 96% or higher.	Attendance Rates for all students was 86.19%
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for all students and each subgroup. Goal for 2020-201 All Students: 7.7% Socioeconomically Disadvantaged: 10.8% Hispanic: 7.1% English Learner: 4.1%	This goal was not met for all subgroups: All Students: 13.81% Socioeconomically Disadvantaged: 21.05% English Learner: 13.33%

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, and build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	Implementation of a positive school attendance program.	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 1000	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 152
Improve the attendance/engagement rate and decrease chronic absenteeism for English Learners, Foster Youth, and low-income students through the use of the school counselor, incentive plans, home visits and the School Attendance Review Board process, when applicable.	Home visits were made, even during distance learning. Additional office assistant time was ensure accuracy with the various attendance codes needed during Distance Learning.	School monitoring of attendance/engagement data. Additional Office Assistance time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries District Funded 0	Contract with Fighting Back Santa Maria None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.			Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I 1,000
To decrease chronic absenteeism and increase student engagement, wifi hot spots will be provided for Homeless, Low Income, and Foster students in need.	Hot spots were not purchased, as the district-provided hot spots sufficed.	Hot Spots 4000-4999: Books And Supplies LCFF - Supplemental 2700	Hot Spots 4000-4999: Books And Supplies LCFF - Supplemental 0

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

No significant differences but actual expenditures reflect all funds (District, LCFF, Title 1).

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey Parent Square Communication System	Over 98% of parent will participate in Parent Square. Increase the percent of parents reporting communication they received from their child's school was "Good/Excellent" will increase by 2% each year.	Although this goal was not met, 82% of parents agree/strongly agree the principal and school staff communicate with parents about what is happening at the school. 79% of parents feel that if they have a problem or concern there is someone at school they can talk to.

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.	School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Information was also shared with parents to facilitate viewing student's grades. Some parents stated that they received more email and posts than they had time to read and pursue.	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified None Specified 0	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0
Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English	School Site Council and ELAC meetings continued to be held virtually. The district community liaison interpreted for site meetings, conferences,	Effective communication tools to increase parent involvement. Provide childcare and translators for parent meetings.	Effective communication tools to increase parent involvement. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level. Translate materials and provide interpreters to make phone calls and assist at events/meetings. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.</p>	<p>and multiple parent meetings.</p>	<p>None Specified District Funded 0</p> <p>Provide additional office assistant time to collect data, make parent contact, and assist parents with communication. 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Child Care for Title 1/SSC/ELAC Meetings 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Child care provided for meetings and communication tools. None Specified District Funded 0</p> <p>Provide additional Office Assistance time to collect data, make parent contact, and assist parents with communication. 2000-2999: Classified Personnel Salaries Title I 2,000</p>
<p>The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.</p>	<p>Additional hot spots were not required. The District supply was enough for Shaw families.</p>	<p>Devices for students, WiFi hot spots for families as needed 4000-4999: Books And Supplies District Funded 0</p>	<p>Communication tools None Specified District Funded 0</p>
<p>Parent Education Events</p>	<p>Parent Education Events were held. The topic was specific to how a parent could help their child succeed during Distance Learning. The district also offered some parent education workshops virtually and fund that parent attendance increased. The school</p>	<p>Funds for speaker and other expenses associated with the cost of parent education events. 5800: Professional/Consulting Services And Operating Expenditures Title I 500</p> <p>Child Care for Parent Education Events 2000-</p>	<p>Funds for speaker and other expenses associated with the cost of parent education events. None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	offered a virtual Back to School Night. Many parents commented that they appreciated being able to participate in district and school meetings while remaining home.	2999: Classified Personnel Salaries District Funded 0	

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during challenging times.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No significant differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspensions/Expulsion Rate PBIS Counseling	<p>2021 Goal:</p> <p>Decrease suspension for all student by 1% (2021 Goal =1.3%)</p> <p>Decrease suspension for students with disabilities by 2% (2021 Goal = 6%)</p> <p>Decrease suspension for Socioeconomically Disadvantaged students by 1% (2021 Goal - 1.4%)</p> <p>Decrease suspension total for Hispanic Students by 1% (2021 Goal = 1.9%)</p> <p>Decrease suspension for English Learners by 0.25% (2021 Goal = 0.75%)</p>	All goals in this area were met. Total number of suspensions at Alice Shaw was 0% with zero students being suspended in the 2020-2021 School Year

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide school-wide character education system teaching life skills. The Positive Behavioral Interventions and Supports (PBIS) program will be implemented with fidelity for Tier 1. Utilize progressive discipline system, monitor behavior programs used in classrooms and implement reward system. Continue Eagles SOAR character recognition.	Teachers prioritized relationships and rapport with students throughout the 2020-2021 school year. Although in distance learning, teachers incorporated the PBIS acronym and behavioral expectations during distance and blended learning. Teachers created SOAR expectations while on Zoom and then reviewed SOAR expectations when students returned to in person learning. Students were recognized through the Eagles SOAR character award.	<p>School expectations and behavioral PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to student through passport days and classroom/school presentations. None Specified District Funded 0</p>	<p>School expectations and behavioral PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 152.00</p> <p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through Passport Days and classroom/school presentations. None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Students were recognized in a "drive by" assembly.		
Cocurricular and extracurricular activities to build community, teamwork and leadership skills to promote a positive school climate. These programs include noon leagues, track, Robotics/Lego League, Battle of the Books, Spelling Bees, Makerspace activities, Math Super Bowl, Author Go Round, Robotics, Student Council, Classroom Buddies, peer tutors, and Friendship circles.	Unfortunately due to COVID-19, extracurricular and co curricular activities were on hiatus. There were school-organized spirit days that were held both during in person learning and distance learning.		Purchase materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0
Offer counseling services for individual students and small groups (School Counselors, District Psychologist).	The school-based counselor continued to see students via Zoom during COVID-19 distance learning. For students that returned in person in March, in-person services resumed.	Counseling services 5800: Professional/Consulting Services And Operating Expenditures District Funded 0	Counseling services 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).	Due to COVID-19 vision and hearing screening were not held. Too Good for Drugs curriculum was taught virtually by the classroom teacher.	Character and Health education None Specified District Funded 0	Character and Health education None Specified District Funded 0
Implementation of social and emotional curriculum, including lessons in digital citizenship.	Teachers planned lessons in social/emotional learning and devoted a whole class lesson on Monday mornings to social/emotional curriculum. Lessons explored social/emotional competencies such as self awareness, management, responsible decision making, relationship skills, and social awareness. As possible, teachers also	Social and emotional learning None Specified District Funded 0	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	taught curriculum on digital citizenship.		

### Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

No significant differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and high quality instruction, and maximizes student achievement in the area of Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>2020 CAASPP was not administered due to school closure from COVID-19.</p> <p>Results from Spring 2019 CAASPP State- standards aligned test for 3rd-6th grade students and subgroups displaying percentage of students demonstrating mastery or exceeding mastery:</p> <p>All students: 51.62%                      Hispanic = 47.43%                      Socioeconomically Disadvantaged: 46.27%                      English Learners: 30.23%                      Students with Disabilities: 26.47%</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups</p> <p>Goal for Spring 2022 CAASPP state standards aligned test for 3rd-6th grade students and subgroups percentage of students mastering or exceeding mastery</p> <p>All Students: 56.6% - Goal for Spring 2021                      Hispanic: 52.43%                      Socioeconomically Disadvantaged: 51.27%                      English Learners: 35.23%                      Students with Disabilities: 31.47%</p>
Results from Spring 2021 NWEA results for 1st-6th grade students.	<p>Results from Spring 2021 NWEA Assessment - Hi, HiAvg. and Average:</p> <p>Grade 1                      30% Hi and HiAvg and Average</p>	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2022 NWEA Reading Assessment.</p> <p>Grade 1:</p>

Metric/Indicator	Baseline	Expected Outcome
	Grade 2 51% Hi and HiAvg and Average Grade 3 52% Hi and HiAvg and Average Grade 4 57% Hi and HiAvg and Average Grade 5 60% Hi and HiAvg and Average Grade 6 64% Hi and HiAvg and Average	40% Hi and HiAvg and Average Grade 2: 61% Hi and HiAvg and Average Grade 3: 62% Hi and HiAvg and Average Grade 4: 67% Hi and HiAvg and Average Gade 5: 70% Hi and HiAvg and Average Grade 6 74% Hi and HiAvg and Average
Spring 2021 Acadience assessment for Kindergarten	Spring Acadience 2021 assessment was not administered due to school closure from COVID-19.  Results from 2nd Trimester 2021 Acadience (DIBELS) Composite Assessment for Kindergarten students. 35% of students scored "At or Above" benchmark.	By Spring 2022 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience (DIBLELS) Composite Assessment will increase by 15%  Goal for Spring 2022: 50% of students scoring at "At or Above" benchmark as measured by Acadience (DIBLES) Composite Assessment.

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss students learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. School-wide focus on strong Tier 1 instruction

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional Development. Cost of workshops, conferences, consultants, substitutes

## Strategy/Activity 2

Provide additional materials (including technology and/or software) to enhance the California State Standards instructional tools and support materials in the classroom. Library books and supplemental materials including non-fiction text and technology will be purchased to provide additional materials for students.

Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1819.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental/enhance curriculum materials and technology

## Strategy/Activity 3

Identified students will received targeted support through on-site intervention programs provided by classroom teachers, grade level teams , and hourly intervention teachers.

Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom.

Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.

### Students to be Served by this Strategy/Activity

Students working below grade level in reading as shown on standardized reading and math assessments (Acadience, NWEA, DIBELS, SBAC and STAR).

### Timeline

Ongoing



## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	42,745.57
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction by hourly teachers
<b>Amount</b>	32,255
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction by hourly teachers

## Strategy/Activity 4

All teachers working with Title 1 students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Teacher on Special Assignment (TOSA)/Instructional Coach.

The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths.

The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.

## Students to be Served by this Strategy/Activity

All students and Title 1 students

## Timeline

Ongoing

## Person(s) Responsible

Principal, TOSA

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA Salary and benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and high quality instruction, and maximizes student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>2020 CAASPP was not administered due to school closure from COVID-19.</p> <p>Results from Spring 2019 CAASPP state standards aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:</p> <p>All students: 40.41%                      Hispanic: 34.53%                      Socioeconomically Disadvantaged: 34.33%                      Students with Disabilities: 26.47%                      English Learner: 16.28%</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub groups.</p> <p>Goal for Spring 2022 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:                      All students: 45.41%                      Hispanic: 39.53%                      Socioeconomically Disadvantaged: 39.33%                      Students with Disabilities: 31.47%                      English Learner: 21.28%</p>
Results from Spring 2021 NWEA results for 1st-6th grade students.	<p>Spring 2021 Results of students who scored Hi, HiAvg. and Average</p> <p>Results from Spring 2021 NWEA assessment:</p>	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10%, as measured by Spring 2022 NWEA Math Assessment</p>

Metric/Indicator	Baseline	Expected Outcome
	Grade 1 29% Hi, HiAvg. and Average Grade 2 22% Hi, HiAvg. and Average Grade 3 46% Hi, HiAvg. and Average Grade 4 39% Hi, HiAvg. and Average Grade 5 39% Hi, HiAvg. and Average Grade 6 53% Hi, HiAvg. and Average	Goal for Spring 2022: Grade 1 39% Hi, HiAvg. and Average Grade 2 32% Hi, HiAvg. and Average Grade 3 56% Hi, HiAvg. and Average Grade 4 49% Hi, HiAvg. and Average Grade 5 49% Hi, HiAvg. and Average Grade 6 63% Hi, HiAvg. and Average
Results from Spring 2021 ESGI for Kindergarten	Spring 2021 ESGI Results: Counts from a given number within the known sequence : 83% Identifies 2 dimensional and 3 dimensional shapes: 61%	Spring 2022 ESGI Results: Counts from a given number within the known sequence : 88% Identifies 2 dimensional and 3 dimensional shapes: 66%

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reported under Goal 1

### Strategy/Activity 2

All teachers working with Title 1 students will be supported in implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Teacher on Special Assignment (TOSA)/Instructional Coach and consultant.

The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths, English learners, and Socioeconomically Disadvantaged students.

The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title 1

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Reported under Goal 1

**Amount**

0

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Reported under Goal 1

### Strategy/Activity 3

School-wide focus on Tier 1 Instruction: Increase academic vocabulary, math facts and concepts, critical thinking skills, student engagement and targeted assessments. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.

Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

500

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	There will be a school-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement.

### Strategy/Activity 4

Math instruction will be aligned with California State Standards. Grade levels will establish common instruction and common assessments geared to essential standards. Continue to implement district adopted programs/curriculum at each grade level. Provide additional materials and incentives to supplement instructional tools in the classroom (California State Standard Focus).

Staff members will have the opportunity to participate in targeted math professional growth opportunities with District Math Consultant Michelle Douglass.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	District adopted curriculum, student assessments and teacher collaboration.
<b>Amount</b>	7,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Grade levels will meet with Michelle Douglass to increase teacher capacity on essential standards

### Strategy/Activity 5

Provide opportunities for math enrichment including math club and math super bowl

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies supporting participation in the North County Math Superbowl

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students 86%	Attendance rates for all students will be 96% or higher.
Chronic Absenteeism Rate	2020-2021 Chronic Absenteeism for: All Students: 13.81% Socioeconomically Disadvantaged: 21.05% Homeless: 70% English Learner: 13.33%	Decrease Chronic Absenteeism for all students and each subgroup by the designated percentages for the 2021-2022 school year.  All Students: Will decrease by 5% = 8.81% Socioeconomically Disadvantaged: Will decrease by 8% = 12.5% Homeless: Will decrease by 10% = 60% English Learner: Will decrease by 5% = 8.33%

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, and build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Parents, Staff, Students

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

### Strategy/Activity 2

Improve the attendance/engagement rate and decrease chronic absenteeism for English Learners, Foster Youth, and low-income students through the use of the school counselor, incentive plans, home visits and the School Attendance Review Board process, when applicable.

Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.

### Students to be Served by this Strategy/Activity

All students, students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Site Counselor, Office Assistant, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School monitoring of attendance/engagement data. Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program.



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades, and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education. The keys to success they shared were to (1) communicate regularly (2) provide volunteer opportunities and (3) provide interactive homework.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Communication Survey Parent Square Communication System	<p>98% of parents participate in Parent Square</p> <p>The Spring 2020 survey was not administered due to school closure from COVID-19.</p> <p>Data Based on Student/Parent Survey from October 2021</p> <p>The student survey showed 87% of students who indicated it was "pretty much true" or "very much true" that there were adults at school we really care about them, 86.84% of students indicated that someone notices when they are not there, 82% of adults listen to when I have something to say, 85% indicted there is an adults there for me if I have a problem or concern, and 86% of students believe that there are adults at school who believe that they will be a success.</p> <p>The parent survey showed 96% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school, 88% indicated that teachers communicate with parents about what students are</p>	<p>Over 98% of parent will participate in Parent Square.</p> <p>Increase the percent of parents reporting communication they received from their child's school was "Good/Excellent" will increase by 2% each year.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>expected to learn, 83% of parents feel welcome to be involved in the school, 80% of parents indicated there is someone at school to talk to with a problem or concern, and 75% of parents indicated school staff take parent concerns seriously.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods.  
 Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.

### Students to be Served by this Strategy/Activity

All Parents

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff, Students, Bilingual Community Liaison, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year.

### Strategy/Activity 2

Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level. Translate materials and provide interpreters to make phone calls and assist at events/meetings. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Staff, Teachers, Bilingual Community Liaison, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Effective communication tools to increase parent involvement. Provide childcare and translators for parent meetings.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Child Care for Title 1/SSC/ELAC Meetings

### Strategy/Activity 3

Parent Education Events

### Students to be Served by this Strategy/Activity

All Parents

### Timeline

Ongoing

### Person(s) Responsible

Principal, Staff, Teachers, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funds for speaker and other expenses associated with the cost of parent education events.

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Child Care for Parent Education Events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions and Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline." Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for the comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspensions/Expulsion Rate PBIS Counseling	Suspension/expulsion rates for students and each sub group.  2019 Total Suspension Rate: 2.3%. Students with Disabilities: 8.0% Socioeconomically Disadvantaged: 2.4% Hispanic: 2.9% English Learner: 1.0%  2020 Total Suspension Rate: 0%  0% Expulsion	2022 Goal.  Suspension Rate for all students and for all sub groups will be 1.5% or less

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide school-wide character education system teaching life skills. The Positive Behavioral Interventions and Supports (PBIS) program will be implemented with fidelity for Tier 1. Utilize progressive discipline system, monitor behavior programs used in classrooms and implement reward system. Continue Eagles SOAR character recognition.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, PBIS Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

1,000

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

School expectations and behavioral PBIS incentives

**Amount**

0

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to student through classroom/school presentations.

### Strategy/Activity 2

Cocurricular and extracurricular activities to build community, teamwork and leadership skills to promote a positive school climate. These programs include noon leagues, track, Robotics/Lego League, Battle of the Books, Spelling Bees, Makerspace activities, Math Super Bowl, Author Go Round, Student Council, Classroom Buddies, peer tutors, Safety Ambassadors, and school assemblies that promote a positive school culture.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teacher, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

3500

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Purchase of cocurricular and extracurricular materials

### Strategy/Activity 3

Offer counseling services for individual students and small groups (School Counselors, District Psychologist).

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

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Administrator, Teachers, District Counselors, District Psychologist,

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

District Funded

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Counseling services

**Strategy/Activity 4**

Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Administrator, Teachers, District Staff, Outside Presenters, Sheriff's Department

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

Character and Health education

**Strategy/Activity 5**

Implementation of social and emotional curriculum, including lessons in digital citizenship.

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

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, teachers, staff

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

Social and emotional learning

**Strategy/Activity 6**

Increase of student supervision and communication between staff, teachers, and the office to ensure student safety when students are in and out of the classroom.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Staff

**Proposed Expenditures for this Strategy/Activity****Amount**

5500.00

**Source**

District Funded

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Radios, walkie-talkies, bullhorn, and other communication devices/supplies



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	97,819.57

## Allocations by Funding Source

Funding Source	Amount	Balance
Other		
LCFF - Supplemental	55,074.00	5,500.00
Title I	42,745.57	0.00
Site Formula Funds		

# Expenditures by Funding Source

Funding Source	Amount
District Funded	5,500.00
LCFF - Supplemental	49,574.00
None Specified	0.00
Title I	42,745.57

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	75,000.57
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	13,319.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,255.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,819.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	42,745.57
2000-2999: Classified Personnel Salaries	Title I	0.00

# School Site Council Membership

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

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

Name of Members	Role
Helena Avedikian	Principal
Jody Coffey	Classroom Teacher
Amy Ruth	Classroom Teacher
Caline Pugh	Classroom Teacher
Cheri Palin	Other School Staff
Jennifer Takkier	Parent or Community Member
Kristina Urquhart	Parent or Community Member
Dulce Iniguez	Parent or Community Member
Katie Hernandez	Parent or Community Member
Renee Waddle	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 30, 2021.

Attested:



Principal, Helena Avedikian on November 30, 2021



SSC Chairperson, Jennifer Takier on November 30, 2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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



## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Joe Nightingale Elementary School
<b>Address</b>	255 Winter Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045777
<b>Principal</b>	Kate McInerney
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 27, 2021

**Schoolsite Council (SSC) Approval Date**

November 15, 2021

**Local Board Approval Date**

December 15, 2021

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile .....	5
Stakeholder Involvement .....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	17
Overall Performance .....	19
Academic Performance .....	20
Academic Engagement.....	25
Conditions & Climate.....	27
Annual Review and Update .....	29
Goal 1.....	29
Goal 2.....	34
Goal 3.....	38
Goal 4.....	41
Goal 5.....	44
Goals, Strategies, & Proposed Expenditures.....	47
Goal 1.....	47
Goal 2.....	52
Goal 3.....	57
Goal 4.....	60
Goal 5.....	63
Budget Summary and Consolidation .....	66
Budget Summary .....	66
Allocations by Funding Source.....	66
Expenditures by Funding Source .....	67
Expenditures by Budget Reference .....	68
Expenditures by Budget Reference and Funding Source .....	69
School Site Council Membership .....	70
Recommendations and Assurances .....	71
Addendum.....	72
Instructions: Linked Table of Contents.....	72

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....75  
Appendix B: Select State and Federal Programs.....77



# School Vision and Mission

## Mission Statement

Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

## Vision Statement

The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level, work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2021-2022 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.

This High Quality First Instruction includes Continued Instructional Focus Areas:

- \*Literary and non-fiction reading
- \*Academic vocabulary in speaking and listening
- \*Intervention time block to meet individual needs in math and reading
- \*Fostering student engagement and social emotional wellness

# School Profile

The Orcutt Union School District's Mission is as follows: Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world.

Joe Nightingale is located in the northern region of Santa Barbara County and serves students in grades Transitional Kindergarten through six, following a traditional calendar. In 2021-22, the school's overall ethnic make-up is as follows: 61.41% Hispanic, 57.00% American Indian/Alaskan Native, 1.00% Asian, 2.51% Filipino, 0.86% Black/African American, 26.40% White, 4.02% Two or More Races, and 3.44% other groups.

For the 2021-2022 school year, 697 students are enrolled including 12.34% classified as English Language Learners, 14.2% in students with disabilities, and 41.19% socioeconomically disadvantaged.

English Language Learners: English Learners represent a 12.34 percentage of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Students with Disabilities: Students with Disabilities represent a 14.2 percentage of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Joe Nightingale School's attendance area contains neighborhoods not contiguous to each other, and the school also welcomes numerous students from the Santa Maria area, so the Joe Nightingale School campus is a gathering place and touchstone for students and families. The school was founded in 1958.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at a School Leadership Team meeting on September 23, 2021. Discussion included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at an ELAC, PTA, and staff meetings held prior to the approval of the plan.

The School Site Council meeting to approve the SPSA was held on November 15, 2021.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.2%	1.06%	1.1%	9	8	8
African American	0.4%	0.53%	0.4%	3	4	3
Asian	0.4%	0.53%	0.9%	3	4	6
Filipino	1.61%	2.13%	2.1%	12	16	15
Hispanic/Latino	58.9%	59.18%	61.7%	440	445	437
Pacific Islander	%	0%	0.1%		0	1
White	30.39%	30.05%	25.7%	227	226	182
Multiple/No Response	%	1.86%	4.4%		35	31
<b>Total Enrollment</b>				<b>747</b>	<b>752</b>	<b>708</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	172	157	137
Grade 1	93	99	93
Grade 2	96	105	93
Grade 3	96	95	99
Grade 4	99	102	100
Grade 5	101	98	89
Grade 6	90	96	97
<b>Total Enrollment</b>	<b>747</b>	<b>752</b>	<b>708</b>

### Conclusions based on this data:

1. Our enrollment and population has remained relatively consistent.
2. Our largest student subgroup is Hispanic/Latino.
3. Our second largest student subgroup is White.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	119	89	80	15.9%	11.8%	11.3%
Fluent English Proficient (FEP)	15	35	39	2.0%	4.7%	5.5%
Reclassified Fluent English Proficient (RFEP)	2	23	12	1.7%	19.3%	13.5%

### Conclusions based on this data:

1. The number and percent of English Learners remains steady.
2. The number and percent of FEP students remains steady.
3. There was a dip in RFEP, possibly due to a change in assessment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	98	97	93	96	97	93	96	97	98.9	98	100
Grade 4	90	95	100	89	95	98	89	95	98	98.9	100	98
Grade 5	104	88	98	101	87	98	101	87	98	97.1	98.9	100
Grade 6	106	106	88	103	102	87	103	102	87	97.2	96.2	98.9
All Grades	394	387	383	386	380	380	386	380	380	98	98.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.8	2442.2	2424.8	17.20	31.25	24.74	23.66	20.83	20.62	26.88	33.33	27.84	32.26	14.58	26.80
Grade 4	2496.5	2475.6	2503.5	30.34	25.26	34.69	39.33	24.21	33.67	16.85	30.53	20.41	13.48	20.00	11.22
Grade 5	2508.5	2534.4	2518.1	20.79	34.48	22.45	40.59	27.59	33.67	15.84	22.99	25.51	22.77	14.94	18.37
Grade 6	2546.0	2534.4	2549.2	14.56	12.75	24.14	44.66	46.08	35.63	29.13	22.55	29.89	11.65	18.63	10.34
All Grades	N/A	N/A	N/A	20.47	25.53	26.58	37.31	30.00	30.79	22.28	27.37	25.79	19.95	17.11	16.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.20	25.00	22.68	40.86	56.25	45.36	41.94	18.75	31.96
Grade 4	24.72	23.16	30.61	60.67	56.84	59.18	14.61	20.00	10.20
Grade 5	21.78	32.18	21.43	54.46	48.28	54.08	23.76	19.54	24.49
Grade 6	18.45	17.65	25.29	57.28	53.92	48.28	24.27	28.43	26.44
All Grades	20.47	24.21	25.00	53.37	53.95	51.84	26.17	21.84	23.16

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	21.51	28.13	24.74	50.54	48.96	49.48	27.96	22.92	25.77
<b>Grade 4</b>	32.58	15.79	34.69	56.18	62.11	56.12	11.24	22.11	9.18
<b>Grade 5</b>	42.57	43.68	32.65	37.62	41.38	53.06	19.80	14.94	14.29
<b>Grade 6</b>	34.95	24.75	28.74	50.49	56.44	55.17	14.56	18.81	16.09
<b>All Grades</b>	33.16	27.70	30.26	48.45	52.51	53.42	18.39	19.79	16.32

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.90	20.83	15.46	66.67	67.71	67.01	20.43	11.46	17.53
<b>Grade 4</b>	15.73	25.26	26.53	68.54	66.32	61.22	15.73	8.42	12.24
<b>Grade 5</b>	11.88	19.54	15.31	64.36	68.97	68.37	23.76	11.49	16.33
<b>Grade 6</b>	10.68	7.92	16.09	76.70	84.16	75.86	12.62	7.92	8.05
<b>All Grades</b>	12.69	18.21	18.42	69.17	72.03	67.89	18.13	9.76	13.68

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	17.20	29.17	26.80	51.61	55.21	45.36	31.18	15.63	27.84
<b>Grade 4</b>	40.45	25.26	31.63	51.69	58.95	53.06	7.87	15.79	15.31
<b>Grade 5</b>	28.71	48.28	29.59	47.52	34.48	54.08	23.76	17.24	16.33
<b>Grade 6</b>	33.98	28.43	29.89	49.51	57.84	57.47	16.50	13.73	12.64
<b>All Grades</b>	30.05	32.37	29.47	50.00	52.11	52.37	19.95	15.53	18.16

**Conclusions based on this data:**

1. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in inquiry and research.
2. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in writing.
3. Based on an analysis of CAASPP ELA data from 2015-2019, growth in the area of reading has been seen school-wide.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	98	97	91	96	97	91	96	97	96.8	98	100
Grade 4	90	95	100	88	95	98	88	95	98	97.8	100	98
Grade 5	104	88	98	101	87	98	101	87	98	97.1	98.9	100
Grade 6	106	106	88	103	103	87	103	103	87	97.2	97.2	98.9
All Grades	394	387	383	383	381	380	383	381	380	97.2	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.9	2444.8	2437.1	9.89	21.88	16.49	41.76	31.25	31.96	27.47	28.13	30.93	20.88	18.75	20.62
Grade 4	2495.6	2482.2	2502.6	22.73	13.68	25.51	35.23	41.05	36.73	31.82	33.68	26.53	10.23	11.58	11.22
Grade 5	2521.4	2522.8	2518.7	24.75	26.44	24.49	26.73	18.39	24.49	28.71	35.63	28.57	19.80	19.54	22.45
Grade 6	2540.6	2540.9	2542.1	20.39	18.45	22.99	30.10	29.13	27.59	31.07	33.98	27.59	18.45	18.45	21.84
All Grades	N/A	N/A	N/A	19.58	19.95	22.37	33.16	30.18	30.26	29.77	32.81	28.42	17.49	17.06	18.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	39.58	29.90	39.56	37.50	43.30	29.67	22.92	26.80
Grade 4	39.77	30.53	41.84	36.36	45.26	38.78	23.86	24.21	19.39
Grade 5	36.63	33.33	41.84	35.64	36.78	32.65	27.72	29.89	25.51
Grade 6	27.18	39.22	31.03	43.69	34.31	34.48	29.13	26.47	34.48
All Grades	33.42	35.79	36.32	38.90	38.42	37.37	27.68	25.79	26.32

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	17.58	28.13	25.77	60.44	47.92	44.33	21.98	23.96	29.90
<b>Grade 4</b>	27.27	21.05	27.55	53.41	60.00	52.04	19.32	18.95	20.41
<b>Grade 5</b>	18.81	21.84	16.33	58.42	52.87	56.12	22.77	25.29	27.55
<b>Grade 6</b>	25.24	23.30	22.99	49.51	47.57	48.28	25.24	29.13	28.74
<b>All Grades</b>	22.19	23.62	23.16	55.35	51.97	50.26	22.45	24.41	26.58

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	19.78	33.33	26.80	52.75	53.13	47.42	27.47	13.54	25.77
<b>Grade 4</b>	30.68	16.84	32.65	47.73	58.95	55.10	21.59	24.21	12.24
<b>Grade 5</b>	24.75	17.24	15.31	46.53	59.77	60.20	28.71	22.99	24.49
<b>Grade 6</b>	21.36	18.45	26.44	54.37	53.40	47.13	24.27	28.16	26.44
<b>All Grades</b>	24.02	21.52	25.26	50.39	56.17	52.63	25.59	22.31	22.11

**Conclusions based on this data:**

1. Based on an analysis of CAASPP data from 2015-2019, there is an area of need in the area of applying concepts and procedures.
2. Based on an analysis of CAASPP ELA data from 2015-2019, our 6th grade students have an area of need in the areas of concepts and procedures and in the area of communicating reasoning.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1408.6	1382.5	1427.1	1395.5	1365.3	1352.0	21	15
Grade 1	1489.6	*	1485.5	*	1493.0	*	19	10
Grade 2	1475.1	*	1484.5	*	1465.3	*	20	10
Grade 3	1515.0	1483.5	1505.2	1483.4	1524.3	1482.9	20	17
Grade 4	1521.4	1529.6	1508.5	1522.3	1533.6	1536.4	15	18
Grade 5	1517.0	1532.2	1499.8	1544.0	1533.8	1519.8	13	13
Grade 6	1550.3	1558.4	1536.7	1576.0	1563.4	1540.3	16	12
All Grades							124	95

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	20.00	*	60.00	*	20.00	21	15
1	68.42	*	*	*	*	*	*	*	19	*
2	*	*	*	*	*	*	*	*	20	*
3	*	11.76	65.00	17.65	*	58.82	*	11.76	20	17
4	*	44.44	*	33.33	*	5.56	*	16.67	15	18
5	*	23.08	*	38.46	*	30.77	*	7.69	13	13
6	*	75.00	*	16.67	*	0.00	*	8.33	16	12
All Grades	42.74	24.21	34.68	33.68	11.29	29.47	11.29	12.63	124	95

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	26.67	*	46.67	*	26.67	21	15
1	73.68	*	*	*	*	*	*	*	19	*
2	55.00	*	*	*	*	*	*	*	20	*
3	*	17.65	*	52.94	*	17.65	*	11.76	20	17
4	*	55.56	*	27.78	*	0.00	*	16.67	15	18
5	*	38.46	*	53.85		7.69	*	0.00	13	13
6	75.00	91.67	*	0.00	*	0.00	*	8.33	16	12
<b>All Grades</b>	54.84	35.79	26.61	36.84	8.87	14.74	9.68	12.63	124	95

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	13.33	*	53.33	*	33.33	21	15
1	63.16	*	*	*		*	*	*	19	*
2	*	*	*	*	*	*	*	*	20	*
3	*	5.88	*	17.65	*	52.94	*	23.53	20	17
4	*	27.78	*	44.44	*	5.56	*	22.22	15	18
5	*	0.00	*	23.08	*	53.85	*	23.08	13	13
6	*	25.00	*	58.33	*	8.33	*	8.33	16	12
<b>All Grades</b>	36.29	9.47	28.23	35.79	18.55	33.68	16.94	21.05	124	95

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	52.38	6.67	*	60.00	*	33.33	21	15	
1	84.21	*	*	*	*	*	19	*	
2	60.00	*	*	*	*	*	20	*	
3	*	29.41	*	52.94	*	17.65	20	17	
4	*	50.00	*	44.44	*	5.56	15	18	
5	*	23.08	*	69.23	*	7.69	13	13	
6	*	50.00	*	41.67	*	8.33	16	12	
<b>All Grades</b>	58.87	37.89	32.26	50.53	8.87	11.58	124	95	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.67	*	60.00	*	33.33	21	15
1	63.16	*	*	*	*	*	19	*
2	55.00	*	*	*	*	*	20	*
3	60.00	23.53	*	58.82	*	17.65	20	17
4	*	38.89	*	44.44	*	16.67	15	18
5	*	69.23	*	30.77	*	0.00	13	13
6	68.75	91.67	*	0.00	*	8.33	16	12
<b>All Grades</b>	53.23	38.95	35.48	45.26	11.29	15.79	124	95

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	57.14	73.33	*	26.67	21	15
1	73.68	*	*	*	*	*	19	*
2	*	*	55.00	*	*	*	20	*
3	*	5.88	75.00	52.94	*	41.18	20	17
4	*	16.67	*	66.67	*	16.67	15	18
5	*	15.38	*	46.15	*	38.46	13	13
6	*	50.00	*	41.67	*	8.33	16	12
<b>All Grades</b>	34.68	14.74	45.97	62.11	19.35	23.16	124	95

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.67	*	20.00	*	53.33	21	15
1	*	*	*	*	*	*	19	*
2	*	*	65.00	*	*	*	20	*
3	55.00	0.00	*	82.35	*	17.65	20	17
4	*	38.89	*	44.44	*	16.67	15	18
5	*	7.69	*	84.62	*	7.69	13	13
6	*	33.33	*	58.33	*	8.33	16	12
<b>All Grades</b>	44.35	18.95	42.74	61.05	12.90	20.00	124	95

**Conclusions based on this data:**

1. The performance of English Learner students is stronger in Oral Language--Listening, and Speaking.
2. The performance of English Learner students is lower in Written Language--Writing and Reading.
3. The lowest percentage of level 4 scores is in the Reading Domain. The highest percentage of level 4 scores is in the Listening Domain.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
752	45.5	11.8	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	11.8
Foster Youth	3	0.4
Homeless	4	0.5
Socioeconomically Disadvantaged	342	45.5
Students with Disabilities	101	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5
American Indian	8	1.1
Asian	4	0.5
Filipino	16	2.1
Hispanic	445	59.2
Two or More Races	35	4.7
White	226	30.1

### Conclusions based on this data:

1. The total number of students in our school has been relatively stable. In 2018-2019 we had 755 students, in 2019-2020 we have 753 students.
2. There has been a small decline in the number of English Learners enrolled at our school.
3. The largest student group by race/ethnicity is the Hispanic student group in our school.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. English Language Arts performance and Math performance have remained "green" in dashboard ratings.
2. Chronic Absenteeism rate and Suspension rate have gone to the "orange" area of the dashboard.

# School and Student Performance Data

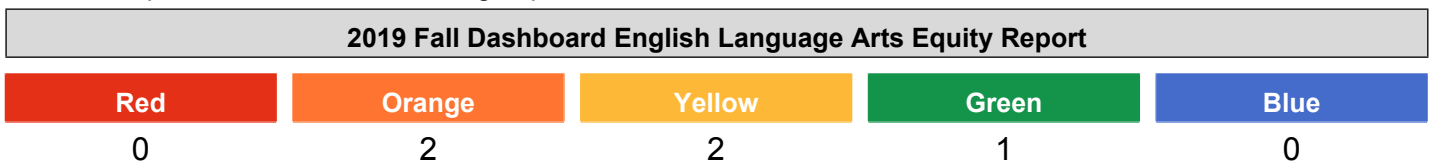
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>15 points above standard</p> <p>Maintained ++2.8 points</p> <p>371</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>13.6 points below standard</p> <p>Declined Significantly -29.6 points</p> <p>75</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.3 points below standard</p> <p>Maintained -1.6 points</p> <p>189</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>69.7 points below standard</p> <p>Maintained -0.8 points</p> <p>57</p>



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 points above standard Maintained ++1.6 points 232	 No Performance Color 43.4 points above standard Increased Significantly ++16.8 points 22	 No Performance Color 0 Students	 Green 32.3 points above standard Maintained -0.7 points 100

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
41.4 points below standard Declined Significantly -40.8 points 58	81.1 points above standard Maintained ++1.1 points 17	22.4 points above standard Increased ++11.7 points 290

**Conclusions based on this data:**

- In the area of English Language Arts, no subgroup showed growth but the following groups were able to maintain their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
- Current English Learners showed a significant decline in performance in English Language Arts (down 40.8 points).

# School and Student Performance Data

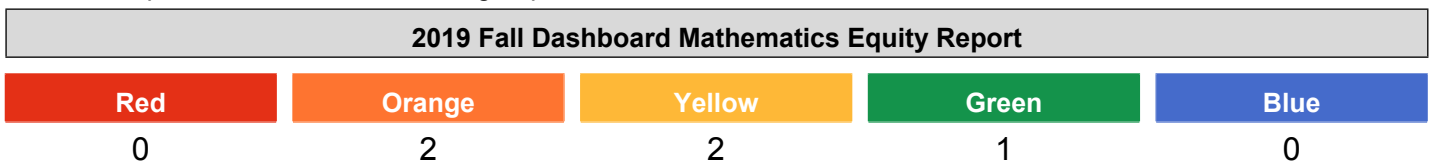
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.9 points above standard</p> <p>Maintained ++1.5 points</p> <p>369</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>27.7 points below standard</p> <p>Declined Significantly -25.9 points</p> <p>75</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>13.2 points below standard</p> <p>Maintained -1 points</p> <p>189</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>85 points below standard</p> <p>Maintained -1.1 points</p> <p>55</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.4 points below standard Maintained -1.2 points 232	 No Performance Color 20 points above standard Increased Significantly ++35.6 points 22	Pacific Islander	 Green 16.5 points above standard Maintained -0.1 points 99

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.9 points below standard Declined Significantly -30.1 points 58	51.6 points above standard Declined Significantly -20.7 points 17	7.5 points above standard Increased ++8.6 points 288

**Conclusions based on this data:**

1. In the area of Math, growth was demonstrated by the Two or More Races subgroup (35.6-point increase) and the following groups maintained their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
2. In the area of Math, current English Learners and reclassified English Learners posted significant declines (down 30.1 and 20.7 points respectively).

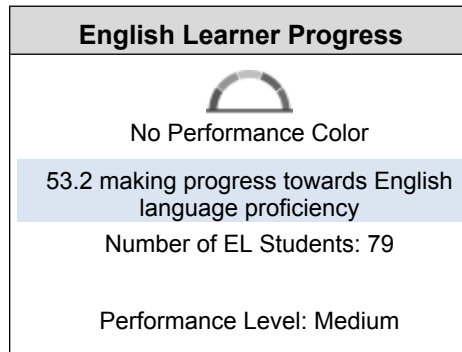
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7	29.1	8.8	44.3

#### Conclusions based on this data:

1. A majority of English Learners (53.2%) displayed satisfactory progress toward English proficiency.
2. A small percentage of English Learners (17.7%) declined one level in English proficiency.

# School and Student Performance Data

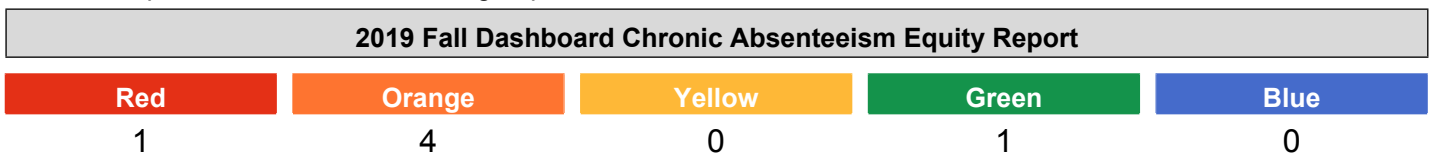
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>12.1</p> <p>Increased +1.8</p> <p>778</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>8.1</p> <p>Increased +3.5</p> <p>123</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>16.7</p> <p>Increased +2.1</p> <p>396</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>16.1</p> <p>Increased +2.1</p> <p>118</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 8.3 Declined -6 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.2 Increased Significantly +3.9 459	 Green 3.7 Declined -6 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 13.1 Maintained -0.1 237

**Conclusions based on this data:**

1. Of the student groups, Socioeconomic Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism (16.7% and 16.1% respectively).
2. Two subgroups improved (declined) in chronic absenteeism: Filipino students (down to 8.3%) and Two or More Races (down to 3.7%).

# School and Student Performance Data

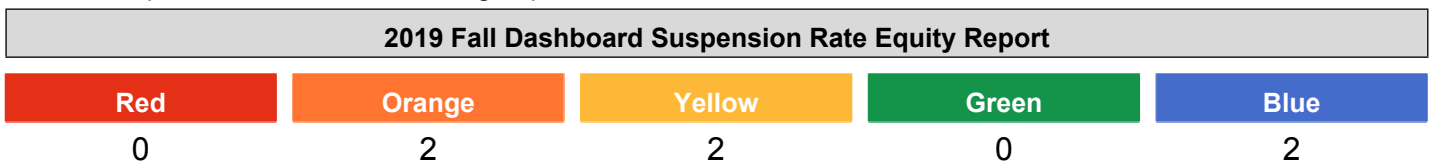
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2.8</p> <p>Increased +0.8</p> <p>789</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Declined -2.3</p> <p>126</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>7</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>2.2</p> <p>Maintained -0.1</p> <p>403</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>3.3</p> <p>Declined -1.3</p> <p>120</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased +0.6 461	 Blue 0 Declined -3.1 57	(Empty)	 Orange 4.1 Increased +1.6 243

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	2	2.8

**Conclusions based on this data:**

1. All Students, Hispanic students, and White students saw their suspension rates increase.
2. The following subgroups saw declines in suspension rate: English Learners, Students with Disabilities, and Two or More Races.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2021 report cards and ESGI data.	Goal for Spring 2021 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring ESGI data - 83% of TK students were proficient in Spring 2021
Grades K-2: Percentage of students meeting proficiency as reported by Spring 2021 DIBELS data.	Goal for Spring 2021 DIBELS assessment: 80% of Kindergarten - Second Grade students will be at Core Instructional Level as measured by Acadience Composite Score.	Acadience Composite Assessment for K students Spring 2021: 51% of students scored at Core Instructional Level. 1st grade students Spring 2021: 64% of students scored at Core Instructional Level. 2nd grade students Spring 2021: 72% of students scored at Core Instructional Level.
Grades 3-6: By Spring 2021 CAASPP results.	Increase student performance for all students and each subgroup by 5 percent each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. For full NWEA results, see below. Results from Spring 2021 NWEA reading assessment: Grades 1-6 16.80% Hi 25.68% HiAvg 24.90% Avg 19.31% LoAvg 13.32% Low

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of	Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 63,311	TOSA Salary (0.4 FTE-2 days per week)-TOSA provided support 2 days per week. 1000-1999:

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One district TOSA will specialize in the Wonders curriculum for grades K-5.</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p> <p>One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.</p>	<p>remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs. TOSAs continued to assist teachers at the TOSAs' assigned school sites and in the TOSAs' areas of focus. Additionally, the TOSAs planned voluntary professional development sessions each Monday afternoon. Topics ranged from techniques for teaching virtually to online components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter. English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>		<p>Certificated Personnel Salaries Title I 64,321</p>
<p>Continue Professional Learning Communities</p>	<p>Throughout distance learning and continuing in</p>	<p>Support for lead PLC teachers (stipend) is</p>	<p>Support for lead PLC teachers (stipend) was</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(PLCs): regular structured grade level discussions centered around student learning, data, and instructional strategies. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in E/LA.</p>	<p>hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>	<p>provided by the district using LCFF- Supplemental funds None Specified District Funded 0</p>	<p>provided by the district using LCFF- Supplemental funds None Specified District Funded 0</p>
<p>Through the PLC process, PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.</p>	<p>The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year. With guidance and support from TOSAs, hourly support teachers administered Acadience tests to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs, classroom teachers, and hourly support teachers then utilized the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operated four days a week during times when students in the group were not participating in live synchronous instruction with their classroom teacher.</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 23,760</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 23,760</p>
		<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I 55,520</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I 50,171</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Groups proceeded even during the period of hybrid instruction from March 2021 through the end of the year.		
Teachers will track the progress of individual students in English/language arts. As needed, teachers will initiate Student Success Team meetings with parents to discuss their children's needs.	Teachers tracked the progress of individual students in English/language arts. As needed, teachers initiated Student Success Team meetings with parents to discuss their children's needs.	Substitute teachers for SST Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	Substitute teachers provided for SST Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,727
Staff members will have the opportunity to participate in targeted professional growth opportunities.	Staff members had the opportunity to participate in targeted professional growth opportunities.	Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,795	Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,795
Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.  Utilize the STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.	Utilized the STAR reading assessment data to inform instruction and drive conversation centered around student learning and instructional strategies.	Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 2,910	Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 2,910

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and

peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

There are no significant differences between proposed and actual expenditures.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming or targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, students were grouped by reading performance level and SIPPS was taught school wide. The Heggerty phonemic awareness curriculum was incorporated into a two week "jump start" program for students entering transitional kindergarten and kindergarten. And reading was an emphasis of a two-week "jump start" program for students entering seventh and eighth grades. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in person lessons. The SIPPS reading intervention program will continue as in previous years. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2020 report cards and ESGI data.	Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency Spring 2021 report cards and ESGI data: 90%	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 87% Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 46%
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2020 NWEA data.	Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2021 NWEA data: 80%	Results from Spring 2021 NWEA mathematics assessment: Grades 1-2: 64% of students meeting or exceeding standard
Grades 3-6: Spring 2020 CAASPP results.	Increase student performance for all students and each student group by 5% each year in the area of Math as measured by CAASPP and reported on the California Dashboard	Due to COVID-19 CAASPP mathematics testing was not administered. The district administered the NWEA math test in its place. Grades 3-6 55% of students meeting or exceeding standard

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize	Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8), with an emphasis on online components of the programs that were suited for distance and hybrid learning. TOSAs continue to support classroom teachers with	TOSA Salary and Benefits Expenditure listed on Goal 1 1000-1999: Certificated Personnel Salaries Title I 0	Certificated Hourly Salaries and Benefits were provided. Expenditure listed on Goal 1 1000-1999: Certificated Personnel Salaries Title I 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>in math instruction for grades K-8.</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p>	<p>implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional development sessions offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter. District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>		
<p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs(or departmental PLCs for junior high schools and high school). Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not</p>	<p>Support for lead PLC teachers (stipend) is provided by the district using LCFF- Supplemental funds. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Support for lead PLC teachers (stipend) was provided by the district using LCFF- Supplemental funds. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.	done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.		
<p>Through the PLC process (see comment for Strategy/Activity 2), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.</p>	Zearn and IXL proved to be valuable supplements to the district's math curriculum. Many teachers assigned work from Zearn or IXL and reported they gave students valuable practice and second helpings of instruction	<p>Intervention instruction Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Intervention instruction provided by hourly teachers. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including math club, North County Math Super Bowl, and robotics	Due to COVID-19 a school wide incentive program for mastery of math concepts and facts, the math club, North County Math Super Bowl, and robotics did not take place.	Robotics, Math Bowl and math club materials. Incentive materials and rewards for mathematics. 4000-4999: Books And Supplies LCFF - Supplemental 3,500	Robotics, Math bowl and math club materials. Incentive materials and rewards for mathematics were purchased and provided to students. 4000-4999: Books And Supplies LCFF - Supplemental 0

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer



assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

There are no significant differences between proposed and actual expenditures.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering transitional kindergarten, kindergarten, seventh grade, and eighth grade. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year. As for professional development, the district plans to have Douglass focus her support on grades 3, 4, and 5 this school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students and each subgroup	Attendance Rates for all students 2020-2021 94.20%
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Chronic Absenteeism Rate 2020-2021: 5.80% All Students 4.05% English Learner 21.88% Low Income 0.00% Foster Youth

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and internet access, and coached students and parents on how to log in to virtual meetings.  Due to being on distance learning for most of the	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500	Attendance Incentives provided for classes. 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	school year, the SPARK ticket incentive for PBIS and attendance prize distribution did not occur.		
<p>Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, students with disabilities, and low-income students through the district's truancy and attendance process. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>The School Attendance Review Board (SARB) was not a viable option for schools in 2020-2021 because the District Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance. The Check, Connect, and Respect Program was discontinued due to a need to limit expenditures.</p>	<p>Principal, Counselor, Office Assistant, Teachers None Specified District Funded 0</p>	<p>Principal, Counselor, Office Assistant, Teachers, Fighting Back Santa Maria Valley Staff None Specified District Funded 0</p>
<p>Provide a program of support for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities through</p>	<p>Due to COVID - 19 (Distance Learning) our SPARK ticket(PBIS) and attendance prize distribution did not occur.</p>	<p>Awards and incentives for PBIS Program 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>	<p>Awards and incentives for PBIS Program provided. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavior Interventions and Supports (PBIS). Provide incentives for students using SPARK Tickets and prizes.			

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

Due to being on distance learning for most of the school year, the SPARK ticket incentive for PBIS and attendance prize distribution did not occur.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time	<p>In October 2020 students and parents at Joe Nightingale were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: 80%</p> <p>Questions:</p> <ul style="list-style-type: none"><li>There are adults at school who...<ul style="list-style-type: none"><li>*really care about them (78%)</li><li>*notice when they are not there (68%)</li><li>*listen to them when they have something to say (83%)</li><li>*are there for them when they have a problem or concern (81%)</li><li>*believe they will be a success (88%).</li></ul></li></ul> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: 76%</p> <p>Questions</p> <p>At my child's school...</p> <ul style="list-style-type: none"><li>*school staff communicate with parents about what is happening at the school (82%)</li><li>*teachers communicate with parents about what students are expected to learn (75%)</li><li>*parents feel welcome to be involved in the school (72%)</li><li>*there is someone at school to talk to about a problem or concern (79%)</li><li>*school staff take parent concerns seriously (74%).</li></ul>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.</p> <p>Regular lessons in social/emotional learning will be planned for Monday mornings.</p> <p>Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.</p> <p>Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information was also sent home in the school newsletter for the entire school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they need help throughout the school year.</p>	<p>Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0</p>	<p>Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information was also sent home in the school newsletter for the entire school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0</p>
<p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.</p> <p>An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with</p>	<p>School communicated regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>District provided childcare and translators for parent meetings</p> <p>Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate.</p>	<p>Provide childcare and translators for parent meetings None Specified District Funded 0</p>	<p>Provided childcare and translators for parent meetings None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>assignments and any issues pertaining to distance/blended learning.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>			

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

There are no differences between proposed and actual expenditures.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	2018-2019 2.8% Suspension Rate (total) 3.3% Students with disabilities 2.9% Socioeconomically Disadvantaged 0% English Learners 2.1% Hispanic/Latino 11.1% American Indian/Alaska Native 0% Asian 0% African American 4.1% White 0% Two or more races  2018-2019 0% Expulsion Rate  2020-2021 0% Suspension Rate (total) 0% Special Education 0% Socioeconomically Disadvantaged 0% English Learners 0% Homeless/Foster Youth 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races  2020-2021 0% Expulsion Rate

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be	Continued implementation of PBIS. School wide expectations were taught to students through classroom presentations.	Incentives and instructional materials for PBIS implementation Expenditure listed on Goal 3 4000-4999: Books And	Incentives and instructional materials for PBIS implementation were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 0



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>structured so teachers have time to be available for students who desire one-on-one support.</p> <p>As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p>		<p>Supplies LCFF - Supplemental 0</p> <p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations. None Specified District Funded 0</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations. None Specified District Funded 0</p>
<p>Student mentor and peer mediation programs if possible in a COVID-19 environment: Safe School Mediators (5th/ 6th grade students) will be available to mentor on TK-4 playgrounds.</p>	<p>Safe School Mediator program: 5th and 6th grade students trained to mentor students at recess time. Utilized during blended learning</p>	<p>Safe School Mediator program: 5th and 6th grade students trained to mentor students at recess time. Training day, substitutes, materials. 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Safe School Mediator program: 5th and 6th grade students were trained to mentor students at recess time. Training day, substitutes, materials. 4000-4999: Books And Supplies LCFF - Supplemental 500</p>
<p>As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, the</p>	<p>Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented.</p>	<p>Purchase materials and supplies for performances, events, and activities to support extracurricular activities. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Purchased materials and supplies for performances, events, and activities to support extracurricular activities. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
library makerspace, and cocurricular activities such as Battle of the Books and North County Math Super Bowl.			

**Analysis**

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

Due to COVID-19 (distance learning), most student extracurricular activities were paused for 2020-21.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2022 ESGI data.	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring ESGI data - 83% of TK students were proficient in Spring 2021	Goal for Spring 2022 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".
Grades K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data.	Grade K: Percentage of students meeting proficiency as reported by Spring 2021 Acadience data: 51% Kindergarten At or Above Benchmark for Reading Composite Score.	Goal for Spring 2022 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.
Grades 1-6: Percentage of students scoring "Hi Avg" or "Hi" as measured by NWEA Reading Assessment.	Grades 1-6: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2021 NWEA Reading Assessment. 42% First Grade 52% Second Grade 45% Third Grade 27% Fourth Grade 47% Fifth Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2022: 47% First Grade 57% Second Grade 50% Third Grade 32% Fourth Grade 52% Fifth Grade

**Metric/Indicator****Baseline****Expected Outcome**

43% Sixth Grade

48% Sixth Grade

**Planned Strategies/Activities****Strategy/Activity 1****A. Initial Classroom Instruction (Tier 1)**

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2021-22 school year: "Literary and non-fiction reading, academic vocabulary in speaking and listening, intervention time block to meet individual needs in reading and fostering student engagement and social emotional wellness." (Examples: academic vocabulary, citing evidence in writing, and close reading.)

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

All Students, Title 1 Students, English Learners, Students with disabilities

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Vice-Principal, TOSA, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits/District Funded
<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development Cost of workshops, conferences, consultants, substitutes
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental curriculum materials, technology, and STAR reading assessment
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLCs/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Progress Monitoring Materials/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time/District Funded
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	46,728
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits

<b>Amount</b>	46,728
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2022 ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 87% Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 46%	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 80% 5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 51%
Grades 1-6: Percentage of students meeting or exceeding standard as reported by Spring 2022 NWEA data.	Grades 1-6: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2021 NWEA Math Assessment. 39% First Grade 52% Second Grade 29% Third Grade 21% Fourth Grade 33% Fifth Grade 32% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2022: 44% First Grade 57% Second Grade 34% Third Grade 26% Fourth Grade 38% Fifth Grade 37% Sixth Grade

### Planned Strategies/Activities



## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math concepts and facts. The school also will provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness".

(An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)

### Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	1,763
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development Cost of workshops, conferences, consultants, substitutes
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and math bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide time for PLC meetings/district funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings Expenditure Listed on Goal #1

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.

Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

The school will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.

## Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

## Timeline

Ongoing

## Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention and Support/District Funded
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	6,970
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before/After school computer access and tutoring

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rates for all students 2020-2021: 94.20%	Increase attendance rate to 96% for "All" students.
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2020-2021: 5.80% All Students 4.05% English Learner 21.88% Low Income 0.00% Foster Youth	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup  Goals for 2021-2022 Chronic Absenteeism Rate: 3.80% All Students 2.05% English Learner 19.88% Low Income 0.00% Foster Youth

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

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

All Students

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principal, Vice Principal, Teachers, Staff, Parents, Students

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

### **Strategy/Activity 2**

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

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

Students identified as chronically absent

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principal, Vice-Principal, Teachers, Staff, Parents

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2020 Student and Parent Survey October 2021 Student and Parent Survey	<p>In October 2020 students and parents at Joe Nightingale were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: 80%</p> <p>Questions: There are adults at school who... *really care about them (78%) *notice when they are not there (68%) *listen to them when they have something to say (83%) *are there for them when they have a problem or concern (81%) *believe they will be a success (88%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" on all</p>	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: 82% an increase of 2%</p> <p>Questions: There are adults at school who... *really care about them (82%) +4% *notice when they are not there (75%) +7% *listen to them when they have something to say (81%) -2% *are there for them when they have a problem or concern (86%) +5% *believe they will be a success (86%) -2%</p> <p>Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: 81% an increase of 5%</p> <p>Questions: At my child's school...</p>



Metric/Indicator	Baseline	Expected Outcome
	<p>questions on the parent survey about caring relationships and communication: 76%</p> <p>Questions At my child's school...</p> <p>*school staff communicate with parents about what is happening at the school (82%)</p> <p>*teachers communicate with parents about what students are expected to learn (75%)</p> <p>*parents feel welcome to be involved in the school (72%)</p> <p>*there is someone at school to talk to about a problem or concern (79%)</p> <p>*school staff take parent concerns seriously (74%).</p>	<p>*school staff communicate with parents about what is happening at the school (87%) +5%</p> <p>*teachers communicate with parents about what students are expected to learn (85%) +10%</p> <p>*parents feel welcome to be involved in the school (72%) +0%</p> <p>*there is someone at school to talk to about a problem or concern (85%) +6%</p> <p>*school staff take parent concerns seriously (78%) +4%</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, Teachers, Bilingual Community Liaisons, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2018-2019 2.8% Suspension Rate (total) 3.3% Students with disabilities 2.9% Socioeconomically Disadvantaged 0% English Learners 2.1% Hispanic/Latino 11.1% American Indian/Alaska Native 0% Asian 0% African American 4.1% White 0% Two or more races  2018-2019 0% Expulsion Rate  2020-2021 0% Suspension Rate (total) 0% Special Education 0% Socioeconomically Disadvantaged 0% English Learners 0% Homeless/Foster Youth 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races	Maintain/decrease current suspension/expulsion rates for all students and each subgroup.  Decrease current suspension/expulsion rates for all students and each subgroup.

Metric/Indicator	Baseline	Expected Outcome
	2020-2021 0% Expulsion Rate	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, and the Yearbook Club.

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Materials for Implementation of PBIS  
Incentives for PBIS behavioral expectation program

**Strategy/Activity 2**

**B. Social/Emotional Learning and Support**

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Vice-principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	116,689.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	50,991	0.00
LCFF - Supplemental	65,698	0.00
Other	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	65,698.00
Title I	50,991.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	101,426.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,763.00
None Specified	0.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	54,698.00
4000-4999: Books And Supplies	LCFF - Supplemental	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	46,728.00
4000-4999: Books And Supplies	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,763.00

# School Site Council Membership

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

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

Name of Members	Role
Kate McInerney	Principal
Jennifer Saylor	Classroom Teacher
Suzi Rhyne	Classroom Teacher
Lynn Ramos	Classroom Teacher
Laura Richardson	Other School Staff
Ruth Narez	Parent or Community Member
Marie Brown	Parent or Community Member
Heidi Carlson	Parent or Community Member
Yareli Mungia	Parent or Community Member
Maria Chavez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/19/2020.

Attested:

Principal, Kate McInerney on 11/19/2020

SSC Chairperson, Suzi Rhyne on 11/19/2020

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Patterson Road Elementary School
<b>Address</b>	400 Patterson Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045793
<b>Principal</b>	Nikki Sorensen
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 30, 2021

**Schoolsite Council (SSC) Approval Date**

November 30, 2021

**Local Board Approval Date**

December 15, 2021

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile .....	5
Stakeholder Involvement .....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	16
Overall Performance .....	17
Academic Performance .....	18
Academic Engagement.....	23
Conditions & Climate.....	25
Annual Review and Update .....	27
Goal 1.....	27
Goal 2.....	31
Goal 3.....	36
Goal 4.....	38
Goal 5.....	41
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	48
Goal 3.....	53
Goal 4.....	56
Goal 5.....	59
Budget Summary and Consolidation .....	62
Budget Summary .....	62
Allocations by Funding Source.....	62
Expenditures by Funding Source .....	63
Expenditures by Budget Reference .....	64
Expenditures by Budget Reference and Funding Source .....	65
School Site Council Membership .....	66
Recommendations and Assurances .....	67
Addendum.....	68
Instructions: Linked Table of Contents.....	68

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....71  
Appendix B: Select State and Federal Programs.....73

# School Vision and Mission

## Mission:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

## Vision:

At Patterson Road School we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for individuals' success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement, and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2021-22 school year, Patterson Road School is continuing to focus on High Quality First Instruction for all students and all sub-groups.

This High Quality First Instruction includes the Instructional Focus Areas listed below:

**\*\*Continue implementation of the district adopted Common Core English Language Arts Curriculum. Focus in ELA will include:**

\*Focus on writing mechanics, structure and genre, and writing across content areas utilizing Wonders Curriculum and District Writing Binders.

\*Utilizing Tier 1 PLC to structure ELA curriculum across grade levels and pacing standards for each grade level.

**\*\*Continue implementation of the district adopted Common Core Math Curriculum. Focus in Math will include:**

\*Focus on building number sense, using manipulatives, practicing problem solving techniques, and building academic vocabulary.

\*Utilizing Tier 1 PLC to structure Math curriculum across grade levels and pacing standards for each grade level.

**\*\*Continue and expand implementation of a Multi-Tiered System of Supports (MTSS) -- Universal screening for ELA and Math, intervention for ELA and Math, and bi-weekly Progress Monitoring with flexible intervention grouping.**

# School Profile

The Orcutt Union School District's Mission is as follows: Opportunities for learning are limitless. The Orcutt Union School District's mission is to nurture, educate, empower, and inspire our children to successfully navigate and thrive in an ever changing world.

Patterson Road Elementary School is located in the northern region of Santa Barbara County and serves students in grades kindergarten through six following a traditional calendar. For the 2021-2022 school year, 600 students are enrolled, including 13.26% in special education, 9.73% classified as English Language Learners, and 35.2% socioeconomically disadvantaged.

For the 2021-2022 school year, 596 students are enrolled including 9.73% classified as English Language Learners, 13.26% in students with disabilities, and 23.49% socioeconomically disadvantaged.

English Language Learners: English Learners represent 9.73% of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic

Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

**Students with Disabilities:** Students with Disabilities represent 13.26% of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:  
10/28/21  
11/30/21

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/6/2021 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures  
10/14/2021 - Met with PTA to share school site goals and proposed SPSA  
11/1/2021 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan, relevant data, and school goals  
12/9/2021-Met with SSC to review final draft of SPSA and approve completed plan to be forwarded for School Board approval

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.08%	1.09%	0.9%	7	7	5
African American	1.08%	0.93%	0.9%	7	6	5
Asian	0.93%	1.09%	0.9%	6	7	5
Filipino	0.31%	0.62%	0.5%	2	4	3
Hispanic/Latino	46.76%	43.15%	45.5%	303	277	257
Pacific Islander	%	0%	%		0	0
White	39.35%	42.06%	38.4%	255	270	217
Multiple/No Response	%	2.96%	8.1%		52	46
	<b>Total Enrollment</b>			648	642	565

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	95	53
Grade 1	91	77	92
Grade 2	94	83	68
Grade3	92	91	81
Grade 4	82	93	91
Grade 5	118	84	95
Grade 6	103	119	85
<b>Total Enrollment</b>	648	642	565

### Conclusions based on this data:

1. Overall enrollment has remained relatively steady with fluctuations between grade levels.
2. The largest student subgroup is Hispanic/Latino.
3. The second largest student subgroup is White.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	73	54	43	11.3%	8.4%	7.6%
Fluent English Proficient (FEP)	13	19	18	2.0%	3.0%	3.2%
Reclassified Fluent English Proficient (RFEP)	2	11	4	2.6%	15.1%	7.4%

### Conclusions based on this data:

1. The percentage of English Learners (EL) has decreased over three years.
2. The percentage of Fluent English Proficient (FEP) students has increased over three years.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	114	83	88	113	79	88	113	79	88	99.1	95.2	100
Grade 4	97	121	85	97	118	83	97	118	83	100	97.5	97.6
Grade 5	91	102	119	86	102	119	86	102	119	94.5	100	100
Grade 6	131	91	102	123	87	102	123	87	102	93.9	95.6	100
All Grades	433	397	394	419	386	392	419	386	392	96.8	97.2	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2396.2	2439.6	2445.6	12.39	34.18	28.41	15.93	21.52	30.68	31.86	26.58	25.00	39.82	17.72	15.91
Grade 4	2454.8	2440.1	2454.2	23.71	16.95	22.89	24.74	20.34	26.51	15.46	24.58	12.05	36.08	38.14	38.55
Grade 5	2475.6	2486.6	2499.3	9.30	22.55	22.69	32.56	23.53	31.93	29.07	16.67	18.49	29.07	37.25	26.89
Grade 6	2543.9	2515.1	2527.5	18.70	17.24	24.51	39.84	34.48	28.43	24.39	20.69	15.69	17.07	27.59	31.37
All Grades	N/A	N/A	N/A	16.23	22.02	24.49	28.40	24.61	29.59	25.30	22.02	17.86	30.07	31.35	28.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.04	26.58	23.86	37.17	46.84	50.00	47.79	26.58	26.14
Grade 4	25.77	18.64	20.48	41.24	41.53	42.17	32.99	39.83	37.35
Grade 5	18.60	23.53	26.05	51.16	38.24	51.26	30.23	38.24	22.69
Grade 6	26.83	20.69	25.49	48.78	43.68	36.27	24.39	35.63	38.24
All Grades	21.72	22.02	24.23	44.39	42.23	45.15	33.89	35.75	30.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.93	34.18	28.41	48.67	44.30	52.27	35.40	21.52	19.32
Grade 4	22.68	19.49	22.89	45.36	39.83	48.19	31.96	40.68	28.92
Grade 5	18.60	29.41	34.45	46.51	39.22	40.34	34.88	31.37	25.21
Grade 6	26.83	22.99	25.49	52.85	48.28	55.88	20.33	28.74	18.63
All Grades	21.24	25.91	28.32	48.69	42.49	48.72	30.07	31.61	22.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.93	20.25	23.86	62.83	64.56	68.18	21.24	15.19	7.95
Grade 4	15.46	11.86	21.69	56.70	75.42	56.63	27.84	12.71	21.69
Grade 5	22.09	21.57	17.65	51.16	54.90	58.82	26.74	23.53	23.53
Grade 6	30.08	18.39	22.55	57.72	55.17	50.98	12.20	26.44	26.47
All Grades	21.24	17.62	21.17	57.52	63.21	58.42	21.24	19.17	20.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.39	35.44	26.14	53.98	44.30	60.23	33.63	20.25	13.64
Grade 4	21.65	22.03	21.69	47.42	46.61	42.17	30.93	31.36	36.14
Grade 5	20.93	26.47	21.85	51.16	44.12	52.10	27.91	29.41	26.05
Grade 6	28.46	27.59	31.37	53.66	48.28	42.16	17.89	24.14	26.47
All Grades	21.00	27.20	25.26	51.79	45.85	49.23	27.21	26.94	25.51

**Conclusions based on this data:**

- Analysis of CAASPP ELA results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the three year period (2016-2019).  
  
The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic).
- Analysis of CAASPP ELA results from 2016-2019 shows an overall increase in percentage of students who scored Standard Not Met in grades 4th and 6th over the four year period (2016-2019).
- Analysis of CAASPP ELA results from 2016-2019 shows a decrease in percentage of students who scored Exceeded Standard in 4th grade over the four year period (2016-2019). Although it was a decrease, the number has remained relatively stable (24% in 2016 and 23% in 2019).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	114	83	88	112	79	88	112	79	88	98.2	95.2	100
Grade 4	97	121	85	97	119	83	97	119	83	100	98.3	97.6
Grade 5	91	102	119	86	102	119	86	102	119	94.5	100	100
Grade 6	131	91	102	122	87	102	121	87	102	93.1	95.6	100
All Grades	433	397	394	417	387	392	416	387	392	96.3	97.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.2	2424.0	2426.9	5.36	20.25	11.36	25.00	27.85	36.36	32.14	18.99	27.27	37.50	32.91	25.00
Grade 4	2453.7	2447.6	2449.4	13.40	8.40	15.66	19.59	30.25	20.48	38.14	30.25	28.92	28.87	31.09	34.94
Grade 5	2467.8	2478.6	2486.7	10.47	19.61	21.01	13.95	11.76	15.13	39.53	31.37	23.53	36.05	37.25	40.34
Grade 6	2529.1	2505.6	2523.3	16.53	13.79	31.37	27.27	24.14	19.61	33.06	34.48	19.61	23.14	27.59	29.41
All Grades	N/A	N/A	N/A	11.54	14.99	20.41	22.12	23.51	22.19	35.34	29.20	24.49	31.01	32.30	32.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.71	35.44	27.27	41.07	24.05	38.64	48.21	40.51	34.09
Grade 4	20.62	21.85	25.30	36.08	28.57	25.30	43.30	49.58	49.40
Grade 5	17.44	20.59	29.41	32.56	32.35	21.01	50.00	47.06	49.58
Grade 6	20.66	19.54	40.20	51.24	41.38	24.51	28.10	39.08	35.29
All Grades	17.31	23.77	30.87	41.11	31.52	26.79	41.59	44.70	42.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.96	27.85	27.27	55.36	41.77	42.05	27.68	30.38	30.68
Grade 4	14.43	14.29	24.10	54.64	47.06	40.96	30.93	38.66	34.94
Grade 5	10.47	19.61	18.49	47.67	35.29	38.66	41.86	45.10	42.86
Grade 6	18.18	16.09	31.37	51.24	55.17	36.27	30.58	28.74	32.35
All Grades	15.38	18.86	25.00	52.40	44.70	39.29	32.21	36.43	35.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	25.32	20.45	50.89	43.04	64.77	40.18	31.65	14.77
Grade 4	20.62	15.97	20.48	40.21	42.86	39.76	39.18	41.18	39.76
Grade 5	13.95	15.69	12.61	45.35	38.24	50.42	40.70	46.08	36.97
Grade 6	19.83	13.79	26.47	50.41	58.62	38.24	29.75	27.59	35.29
All Grades	15.87	17.31	19.64	47.12	45.22	48.21	37.02	37.47	32.14

**Conclusions based on this data:**

- Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard in 3rd, 4th, 5th, and 6th grade over the three year period (2016-2019)  
  
The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic)
- Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Standard Not Met in 4th and 5th grade over the three year period (2016-2019). This continues to be an area of need.
- Analysis of CAASPP Math results from 2016-2019 shows a decrease in percentage of students who scored Standard Not Met in 3rd grade over the three year period (2016-2019).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	8
Grade 4	1526.5	*	1541.7	*	1510.9	*	21	5
Grade 5	1514.0	1538.2	1513.5	1547.3	1513.9	1528.6	11	18
Grade 6	1548.3	1531.4	1563.3	1533.2	1533.0	1528.9	12	13
All Grades							77	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*	*	*	21	*
5	*	27.78	*	38.89	*	27.78		5.56	11	18
6	*	23.08	*	38.46		30.77	*	7.69	12	13
All Grades	41.56	18.33	33.77	43.33	16.88	30.00	*	8.33	77	60

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	71.43	*	*	*	*	*	*	*	21	*
5	*	55.56	*	27.78	*	11.11		5.56	11	18
6	*	38.46	*	46.15	*	7.69	*	7.69	12	13
<b>All Grades</b>	63.64	38.33	20.78	36.67	*	16.67	*	8.33	77	60

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*	*	*	21	*
5	*	0.00	*	27.78	*	61.11	*	11.11	11	18
6	*	7.69	*	30.77	*	23.08	*	38.46	12	13
<b>All Grades</b>	20.78	5.00	33.77	31.67	31.17	43.33	14.29	20.00	77	60

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	57.14	*	*	*	*	*	21	*
5	*	27.78	*	66.67	*	5.56	11	18
6	*	23.08	*	61.54	*	15.38	12	13
<b>All Grades</b>	62.34	23.33	27.27	66.67	*	10.00	77	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
4	76.19	*	*	*	*	*	21	*
5	*	83.33	*	11.11		5.56	11	18
6	*	53.85	*	46.15	*	0.00	12	13
All Grades	63.64	51.67	25.97	43.33	*	5.00	77	60

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	76.19	*	*	*	21	*
5		16.67	*	66.67	*	16.67	11	18
6	*	7.69	*	38.46	*	53.85	12	13
All Grades	22.08	8.33	51.95	61.67	25.97	30.00	77	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	76.19	*	*	*	21	*
5	*	5.56	*	88.89	*	5.56	11	18
6	*	23.08	*	53.85	*	23.08	12	13
All Grades	32.47	11.67	59.74	76.67	*	11.67	77	60

**Conclusions based on this data:**

1. The performance of English Learner students shows a relative strength in Oral Language--Listening and Speaking.
2. The performance of English Learner students shows an area of needed growth in Written Language--Writing and Reading.
3. The lowest percentage of level 4 scores is in the Reading Domain. The highest percentage of level 4 scores is in the Speaking Domain.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>642</b>	<b>38.0</b>	<b>8.4</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.4
Homeless	6	0.9
Socioeconomically Disadvantaged	244	38.0
Students with Disabilities	76	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.9
American Indian	7	1.1
Asian	7	1.1
Filipino	4	0.6
Hispanic	277	43.1
Two or More Races	52	8.1
White	270	42.1

### Conclusions based on this data:

1. There has been an increase of the Students with Disabilities population.
2. There has been a small decrease in the Socioeconomically Disadvantaged population. The Socioeconomically Disadvantaged is the largest student group.
3. The largest student group by race/ethnicity is the Hispanic student group.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. English Language Arts and Chronic Absenteeism are in the green range on the dashboard.
2. Math performance is in the yellow range on the dashboard.
3. The Suspension rate is the lowest on the dashboard (orange).

# School and Student Performance Data

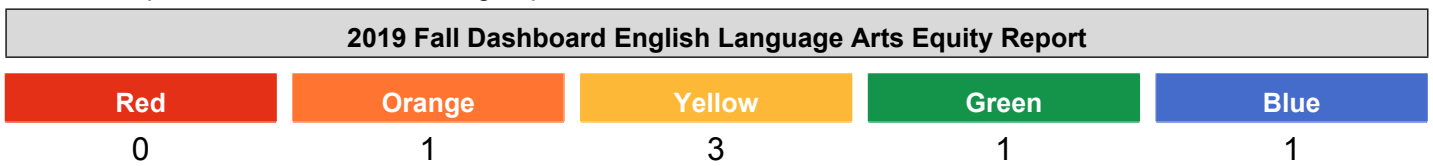
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1 points below standard</p> <p>Increased ++14.3 points</p> <p>383</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>33.4 points below standard</p> <p>Increased Significantly ++16.2 points</p> <p>60</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>39.1 points below standard</p> <p>Increased ++12.4 points</p> <p>164</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>102.2 points below standard</p> <p>Increased Significantly ++27.4 points</p> <p>70</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.7 points below standard Increased ++9 points 191	 Green 29.5 points above standard Maintained -0.1 points 31	 No Performance Color 0 Students	 Blue 26.2 points above standard Increased Significantly ++24.4 points 142

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
74.4 points below standard Declined -8.6 points 44	79.6 points above standard 16	4 points above standard Increased ++13.6 points 318

**Conclusions based on this data:**

- In the area of English Language Arts, growth was demonstrated by All Students (14.3 point increase) and all student groups: English Learners (16.2 point increase), Socioeconomically Disadvantaged (12.4 point increase), Students with Disabilities (27.4 point increase).
- In the area of English Language Arts, performance of groups by Race/Ethnicity show all groups maintained or increased performance levels: Hispanic (increased 9 points), Two or more races (maintained 0.1 decrease), White (24.2 point increase)
- In the area of English Language Arts, performance on the dashboard shows no groups in the Red and only one group in orange (students with disabilities).

# School and Student Performance Data

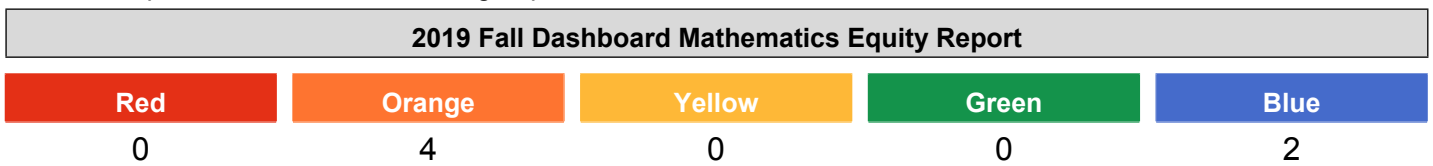
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>27.9 points below standard</p> <p>Increased ++8.4 points</p> <p>383</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>70.4 points below standard</p> <p>Declined -10.2 points</p> <p>60</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>65.6 points below standard</p> <p>Maintained ++0.9 points</p> <p>164</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>142.3 points below standard</p> <p>Increased Significantly</p> <p>++16.8 points</p> <p>70</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.5 points below standard Maintained -2.5 points 191	 Blue 18.4 points above standard Increased Significantly ++22.7 points 31	(Empty cell) Pacific Islander	 Blue 0.1 points above standard Increased Significantly ++21.8 points 142

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.4 points below standard Declined Significantly -39.3 points 44	58.7 points above standard 16	20.7 points below standard Increased ++11.4 points 318

**Conclusions based on this data:**

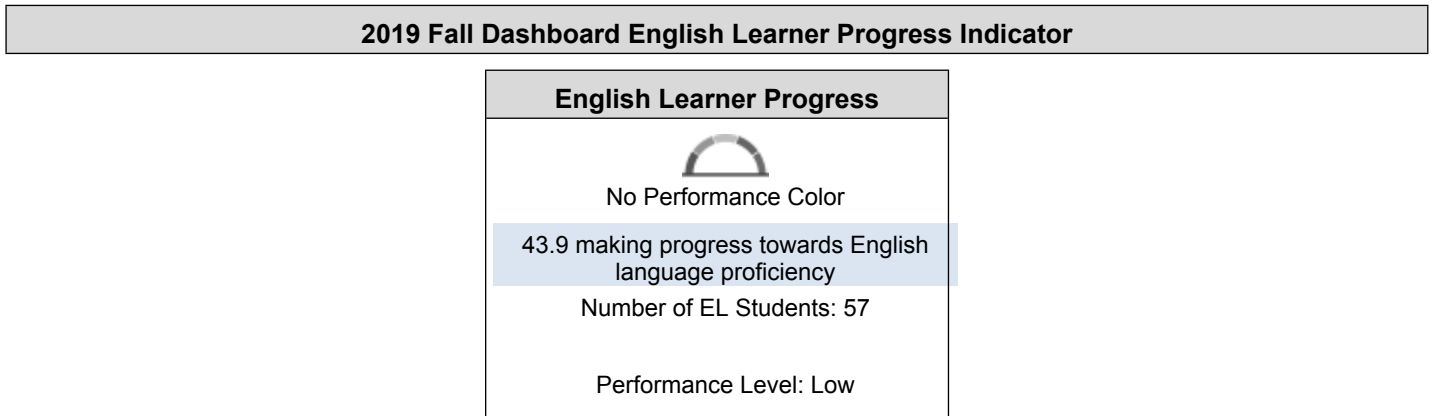
1. In the area of Math, growth was demonstrated by All Students (8.4 point increase) and Socioeconomically Disadvantaged (16.8 point increase).
2. In the area of Math, one group decreased overall--English Learners declined -10.2 points. (orange on dashboard).
3. In the area of Math, two groups maintained previous proficiency levels-- Hispanic (56.5 points below standard) and Socioeconomically Disadvantaged (65.6 points below standard)

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.5	31.5	7.0	36.8

### Conclusions based on this data:

1. 75.4% of English Learners maintained level or progressed one level.
2. 24% of English Learners decreased a level.
3. 43.9% of English Learners are Level 4 or progressing at least one level.

# School and Student Performance Data

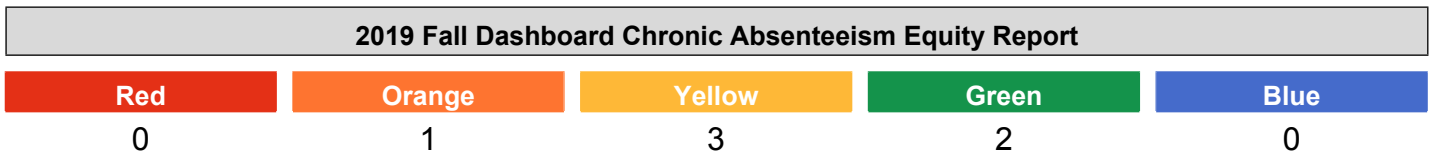
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>7</p> <p>Declined -0.7</p> <p>661</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.1</p> <p>Declined -3.3</p> <p>73</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>10.7</p> <p>Declined -0.8</p> <p>290</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>14.6</p> <p>Increased +2.2</p> <p>96</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.5 Maintained -0.2 307	 Green 5.6 Declined -4.2 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 6.9 Maintained 0 261

**Conclusions based on this data:**

1. Of the student groups, students with disabilities (96 students) have the highest rate of chronic absenteeism (14.6%).
2. Four groups improved (declined) in chronic absenteeism--AI Students (0.7 decline), English Learners (3.3 decline), Socioeconomically disadvantaged (0.8 decline), and two or more races (4.2 decline).
3. One group increased in chronic absenteeism-- Students with disabilities (2.2 increase)

# School and Student Performance Data

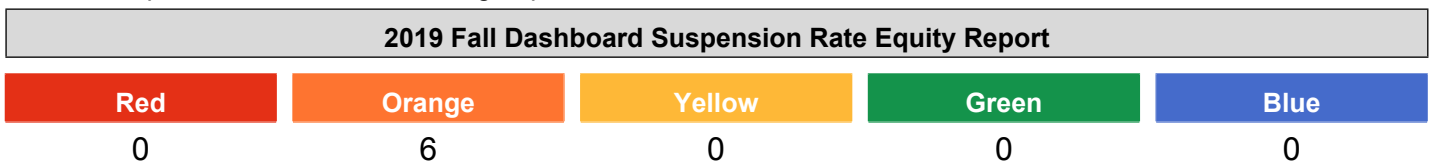
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.5</p> <p>Increased +0.3</p> <p>668</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.3</p> <p>Increased +1.3</p> <p>76</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.4</p> <p>Increased +0.9</p> <p>294</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +5.2</p> <p>96</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6 Increased +0.4 307	 Orange 1.4 Increased +1.4 71	No Performance Color Less than 11 Students - Data 7	 Orange 1.5 Increased +0.4 267

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.2	1.2	1.5

**Conclusions based on this data:**

1. All student groups increased in suspension rate.
2. All student groups are in orange or red for suspension rate.
3. The overall suspension rate remained below 2%, but increased from 1.2 to 1.5.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2021 Acadience assessment for Kindergarten:	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level	37% of students scored at the Core Instructional Level.
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students. 78% of students scoring in the top three categories ("Avg, HiAvg, Hi")	Results from Spring 2021 NWEA reading assessment: Grades 1-2 12% Hi 9% HiAvg 20% Avg 13% LoAvg 37% Low
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups. Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2021: 58.8% Low SES - Goal for Spring 2021: 42.6% EL -- Goal for Spring 2021: 22.8% SWD -- Goal for Spring 2021: 20.8%	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. For full NWEA results, see box above. Results from Spring 2021 NWEA reading assessment: Grades 3-6 15% Hi 26% HiAvg 25% Avg 15% LoAvg 19% Low

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade	PLCs met twice weekly to discuss student learning,	Support for lead PLC teachers (stipend) is provided by the district	Support for lead PLC teachers (stipend) was provided by the district

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>level discussions centered around student learning, data, and instructional strategies.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>instructional strategies, and student progress.</p> <p>Utilized the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>using LCFF- Supplemental funds. 1000-1999: Certificated Personnel Salaries District Funded 9600.00</p>	<p>using LCFF- Supplemental funds. None Specified District Funded 9600.00</p>
<p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p>	<p>STAR reading assessment was utilized to inform decisions and drive instruction.</p> <p>Additional laptops were provided to support distance learning and return to on campus learning.</p>	<p>Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 7500</p>	<p>Purchased supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 13772</p>
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment</p>	<p>The site TOSA worked with all teachers, provided Professional Development and individual support within the classroom setting. Additionally, the TOSA supported the work of the MTSS system by scheduling assessments and guiding teachers through the progress monitoring and benchmark process.</p>	<p>TOSA salary (0.4 FTE--2 days per week)--district funded 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>TOSA salary (0.4 FTE--2 days per week)-TOSA provided support 2 days per week 1000-1999: Certificated Personnel Salaries Title I 46898</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>			
<p>Staff members will have the opportunity to participate in targeted professional growth opportunities.</p>	<p>Targeted professional growth opportunities were provided through the curriculum department utilizing Math and Reading specialists, technology department as well as on site.</p>	<p>Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1400</p>	<p>Professional development for teachers-- Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1263</p>
		<p>Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1000</p>	<p>Professional development for teachers-- Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>
<p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend</p>	<p>Teachers attended SST meetings throughout the school year. A variety of assessment data was utilized including NWEA, Acadience, SBAC and</p>	<p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p>	<p>Substitutes provided for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1667</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Student Success Team meetings with parents to address these needs.	common PLC created assessments.		
Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.	Identified students received targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.	intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 24843	intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32748
		intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 26854	intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 25262
			After school intervention teacher and computer access program was not provided after school closure (COVID-19 1000-1999: Certificated Personnel Salaries Other 4080

## Analysis

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

Despite the Covid, quarantine and shift to distance learning, this plan was executed with modifications made necessary by distance learning. The site and district were committed to these initiatives throughout the school year.

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

This goal was proven effective as evidenced by preliminary assessments administered in Fall 2021. Results were typical for a regular school year.

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

The proposed plan was executed with minor modifications relative to COVID distance learning and small-group cohort attendance.

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

The current goal will remain unchanged. Students are on campus now and will benefit from the strategies and interventions described within Goal 1.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2021 NWEA results for 1st-2nd grade students.	<p>Increase the percentage of students scoring in the top three categories (“Avg, HiAvg, Hi”) in 1st and 2nd grade by 5% as measured by NWEA Math assessment.</p> <p>Goal for Spring 2021 NWEA results for 1st-2nd grade students. 75% of students scoring in the top three categories (“Avg, HiAvg, Hi”)</p>	<p>Results from Spring 2021 NWEA mathematics assessment: Grades 1-2 1% Hi 18% HiAvg 15% Avg 24% LoAvg 29% Low</p>
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups.</p> <p>Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2021: 47.6% Low SES - Goal for Spring 2021: 29.2% EL -- Goal for Spring 2021: 13.9% SWD -- Goal for Spring 2021: 14.2%</p>	<p>Due to COVID-19 CAASPP mathematics testing was not administered. The district administered the NWEA math test in its place. For full NWEA results, see below.</p> <p>Results from Spring 2021 NWEA mathematics assessment: Grades 3-6 13% Hi 17% HiAvg 20% Avg 20% LoAvg 30% Low</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning,	PLCs met twice weekly to discuss student learning, instructional strategies, and student progress.	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.	Support for lead PLC teachers (stipend) was provided by the district using LCFF-Supplemental funds.



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>data, and instructional strategies.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>Utilized the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>None Specified District Funded 0</p>	<p>None Specified District Funded 0</p>
<p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Supplemental materials including manipulative/hands-on materials and technology will be purchased to improve math instruction.</p> <p>Expenditure listed on Goal #1.</p>	<p>STAR reading assessment was utilized to inform decisions and drive instruction. Additionally, laptops were provided to support distance learning and return to on campus learning.</p>	<p>supplemental curriculum materials and technology purchases Expenditure listed on Goal #1. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>	<p>supplemental curriculum materials and technology were purchased. Expenditure listed on Goal 1. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment</p>	<p>All listed strategies were implemented. All teachers working with Title I students were supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students had access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment</p>	<p>TOSA salary (0.4 FTE--2 days per week) Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>TOSA salary (0.4 FTE--2 days per week) -TOSA provided support 2 days per week. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries Title I 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English Learners, foster youth, low-income students.</p> <p>Expenditure listed on Goal #1.</p>	<p>(TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach supported school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach provided support for identification of and training in effective, research-based interventions for at-risk students, especially English Learners, foster youth, low-income students.</p>		
<p>Staff members will have the opportunity to participate in targeted professional growth opportunities. Expenditure listed on Goal #1.</p>	<p>Targeted professional growth opportunities were provided through the curriculum department utilizing Math and Reading specialists, technology department as well as on site.</p>	<p>Professional development. Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal #1. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>	<p>Professional development opportunities provided-Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal #1. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>
		<p>Professional development. Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal #1. 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will utilize data (NWEA and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these need. Expenditure listed on Goal #1.</p>	<p>Teachers will utilized data from the NWEA and Acadience to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address needs.</p>	<p>substitutes for SST meetings Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Substitutes provided for SST meetings Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>Identified students will receive targeted support through interventions provided by the classroom teacher, hourly intervention teachers and the grade level team. Expenditure listed on Goal #1.</p>	<p>Identified students received targeted support through interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.</p>	<p>intervention instruction by hourly teachers Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Intervention instruction provided by hourly teachers. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
		<p>intervention instruction by hourly teachers Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Intervention instruction provided by hourly teachers. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries Title I 0</p>
<p>Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and the North County Math Super Bowl.</p>	<p>A schoolwide math incentive program is in development. Opportunities for students to participate in academic team events will be made available as permitted by local Covid safety guidelines.</p>	<p>Math bowl and math club materials. Incentive materials and rewards for mathematics. 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>	<p>After school intervention teacher and computer access program was offered until school closure in March 2020. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
			<p>Incentive materials and rewards for mathematics were purchased and provided to students. 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>

## Analysis

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

The Math PLC conversation campus wide was targeted, data driven, and supported instructional improvements and progress monitoring. Intervention systems continue to be developed.

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

Math is an identified area of needed improvement. Instruction and targeted intervention will be the primary focus in the 2021- 2022 school year utilizing the plan described in Goal 2.

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

There were no material differences between the proposed and actual expenditures.

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

The current goal will remain unchanged. Students are on campus now and will benefit from the strategies and interventions described within Goal 1.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6	The attendance Rate was 92.41%
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students Goal: 4.2% "All" Students	Chronic Absenteeism was 13.27% overall, 100% for Foster Youth, 30.77% for students deemed homeless, 30.43 % for EL students, 19.05% for Special Education students, and 12.5% for SED students.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	Students who are not at school are contacted by the office assistant. During the Covid Pandemic, we want to be cautious not to encourage people to come to school who should stay home. All staff celebrates students for coming to school each day on time. Other incentives and awards are being reserved during the quarantine and modified quarantine time.	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 750	Attendance incentives provided for classes 4000-4999: Books And Supplies LCFF - Supplemental 750
Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, students with disabilities, and low-income students through the School Attendance Review Board process. Provide additional office assistant	The increased office assistant time has helped with school to home contact and SARB referrals.	Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000	Contract with Fighting Back Santa Maria Valley District funded None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
time to collect data, make parent contact, and refer students for attendance program.			Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1222

## Analysis

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

The plan was implemented as planned The regular school contact encourages parents to bring their children to school each day. Additionally, during these daily phone calls, the office assistant is able to provide needed information and education for parents that helps them to make informed decision about when to keep their child home.

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

The strategy is effective. Parents express appreciation for the personal contact.

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

None.

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

None.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey Parent Communication Survey -District developed survey for students and parents/guardians with items on caring relationships and school connectedness California Healthy Kids Survey (CHKS) Parent Square Communication System	Over 98% of parent will participate in Parent Square. Parents will report communication they received from their child's school was at an increased level with the goal of 100% reporting "Good or Excellent."	100% of parents are now enrolled in Parent Square. 82.61% of parents reported that communication from Patterson was "Good or Excellent"

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Parent participation in education events.	Information on how to access the Aeries Parent Portal and Parent Square was shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, Zoom meetings, written communication, phone and email methods. Parent participation in education events. 100% of parents are now enrolled in Parent Square.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information was also sent home in the school newsletter for the entire school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0  Additional office assistant time was utilized to collect data, make parent contact, and assist parents with communication tools. 2000-2999: Classified Personnel Salaries

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			LCFF - Supplemental 550
<p>Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level. Provide services such as childcare and alternate meeting location when needed. Provide information on low-cost internet providers. Translate materials and provide interpreters to make phone calls and assist at events/meetings when needed or requested. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.</p>	<p>Parent advisory groups meet regularly and information from these meetings/ events is used to help teachers and administration make decisions. Materials are translated as needed to ensure that all families receive clear, concise information regarding school events.</p>	<p>Provide childcare and translators for parent meetings None Specified District Funded 0</p> <p>Provide additional office assistant time to collect data, make parent contact, and assist parents with communication tools. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p>	<p>Childcare and translators were provided for parent meetings None Specified District Funded 0</p>
<p>Parent Education Events</p>		<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	<p>Funds were provided for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>

## Analysis

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

Overall, parents are eager to help the school improve communication. Covid has presented a challenge that impacts face to face meetings and gatherings. Digital tools help bridge the gap created by the pandemic.



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

Continued communication and training for Parent Square, Social Media and Aeries Parent Portal will need to be regular practice as students move in and out of the school and as these systems improve.

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

None.

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

None.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	One student was suspended in 2020-2021.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1 and Tier 2.	PBIS was implemented to the extent possible during distance learning. Campus P.R.I.D.E was taught to all students and will be continued in the 20212022 school year.	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations. None Specified District Funded 0	School-wide behavioral expectations were identified through the PBIS implementation process and those expectations were taught to students through passport days and classroom presentations. None Specified District Funded 0
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2020-21 school year, these programs include Battle of	After school activities were cancelled due to Covid. They will be reintroduced in 2021-2022, if possible.	Purchase materials and supplies for performances, events, and activities to support extracurricular activities. 4000-4999: Books And	Purchased materials and supplies for performances, events, and activities to support extracurricular activities. 4000-4999: Books And

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the Books, Robotics, Maker space, Student Council, Math Super Bowl, and Classroom Buddies.		Supplies LCFF - Supplemental 500	Supplies LCFF - Supplemental 500

## Analysis

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

PBIS strategies were used schoolwide. During distance learning, behavioral challenges differed from a typical school year.

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

Alternative means of correction are always considered and utilized when appropriate. Reviewing the PRIDE expectation frequently helps to support student behavior.

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

None.

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

PBIS strategies will be revisited with all staff and students in the 2021-2022 school year. There will be an emphasis on proactive strategies and positive school culture to support positive peer relationships and behavior.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Proficiency in ELA

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	<p>Results from Spring 2021 E/LA NWEA assessment:</p> <p>Grades 1-6            16.73% Hi (&gt;80 percentile)            22.83% HiAvg (61-80 percentile)            23.43% Avg (41-60 percentile)            14.76% LoAvg (21-40 percentile)            22.24% Low (&lt;21 percentile)</p>	<p>The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Reading Assessment Goal for Spring 2022:</p> <p>Grades 1-6            21.73% Hi            27.83% HiAvg</p>
NWEA-MAP Grades 1-6 % students scoring "Low"	<p>Results from Spring 2021 E/LA NWEA assessment:</p> <p>Grades 1-6            16.73% Hi (&gt;80 percentile)            22.83% HiAvg (61-80 percentile)            23.43% Avg (41-60 percentile)            14.76% LoAvg (21-40 percentile)            22.24% Low (&lt;21 percentile)</p>	<p>The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment</p> <p>Goal for Spring 2022:            Grades 1-6            17.24% LoAvg            9.76% Low</p>
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	<p>Acadience Composite Assessment for K students Spring 2021:</p> <p>37 % of students scored "At or Above Benchmark" benchmark</p>	<p>The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 5% Goal for 2022: 42% "At or Above Benchmark" benchmark</p>

Metric/Indicator

Baseline

Expected Outcome

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students.

The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program.

Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during core E/LA Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

### Students to be Served by this Strategy/Activity

All Students, Title 1 Students, English Learners, Students with disabilities

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Support for lead PLC teachers (stipend) is provided by the district using LCFF- Supplemental funds.
<b>Amount</b>	5000.00

<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development Cost of workshops, conferences, consultants, substitutes
<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC / Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time/District Funded
<b>Amount</b>	1667.00
<b>Source</b>	Title I

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2) Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.

#### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, TOSA, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6932.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	4300.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	39727
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	4273.00
<b>Source</b>	LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Materials for Intervention Program



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in Math

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	Results from Spring 2021 Math NWEA assessment:  Grades 1-6 10.87% Hi 19.17% HiAvg 19.37% Avg 21.15% LoAvg 29.45% Low	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Math Assessment  Goal for Spring 2022: Grades 1-6 60% Hi or HiAvg
NWEA-MAP Grades 1-6 % students scoring "Low"	Results from Spring 2021 Math NWEA assessment:  Grades 1-6 10.87% Hi 19.17% HiAvg 19.37% Avg 21.15% LoAvg 29.45% Low	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment  Goal for Spring 2022: Grades 1-6 16.15% LoAvg 24.45% Low

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during Core Math Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: Hinge Standards.

### Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	10000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	2000.00

<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development, Cost of workshops, conferences, consultants, substitutes
<b>Amount</b>	2699.01
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and math bowl team supplies. Extracurricular Math curriculum, materials and supplies/ Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class
<b>Amount</b>	1911.10
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub time to release teachers for peer observations.

## Strategy/Activity 2

### B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide time for PLC meetings/district funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings Expenditure Listed on Goal #1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	0

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention and Support/District Funded

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students was 93.36% for grades K-3 and 91.38% for grades 4-6.	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2020-21: 13.27% "All" Students 30.43% English Learner 12.5 % Low Income 100% Foster Youth 30.77% Homeless 19.05% SPED	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2021-22 Chronic Absenteeism Rate: 11.27% "All" Students 28.43% English Learner 10.5 % Low Income 0% Foster Youth 28.77% Homeless 17.05% SPED

### Planned Strategies/Activities

## Strategy/Activity 1

### A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers, PTA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance incentives

## Strategy/Activity 2

### B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Office assistant time to collect data, make parent contact, and refer students for attendance program
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Schoolwide engagement activities and assemblies



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2021 Student Survey October 2021 Parent Survey	<p>October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none"><li>*really cares about them (85%)</li><li>*notice when they are not there (79%)</li><li>*listen to them when they have something to say (83%)</li><li>*are there for them when they have a problem or concern (87%),</li><li>*believe they will be a success (89%).</li></ul> <p>October 2021 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none"><li>*school staff communicate with parents about what is happening at the school (88%)</li><li>*teachers communicate with parents about what students are expected to learn (80%)</li><li>*parents feel welcome to be involved in the school (73%)</li></ul>	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success.</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff communicate with parents about what is happening at the school *teachers communicate with parents about what students are expected to learn</p>

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (86%) *school staff take parent concerns seriously (74%).	*parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

On-going

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings
<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2019-20: 13 Suspension Rate (total)	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.  Goal for Suspension Rate for 2021-22: <2% Suspension Rate (total) <2% Special Education <2% Socioeconomically Disadvantaged <2% English Learners  Goal for Expulsion Rate 2020-21: 0 % Expulsion Rate (All Students)

### Planned Strategies/Activities

#### Strategy/Activity 1

## A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, and the Yearbook Club.

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Incentives for the implementation of PBIS

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program) Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	81,259.11

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds		
Title I	35509.11	0.00
LCFF - Supplemental	45750	0.00
	0	0.00
	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	45,750.00
Title I	35,509.11



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,237.10
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	22,022.01
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,727.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,023.00
1000-1999: Certificated Personnel Salaries	Title I	10,510.10
4000-4999: Books And Supplies	Title I	16,999.01
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00

# School Site Council Membership

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

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

Name of Members	Role
Nicole Sorensen	Principal
Elizabeth Nikkiel	Parent or Community Member
Maria Serna	Parent or Community Member
Melissa Babb	Parent or Community Member
Melissa Matheson	Parent or Community Member
Leslie Martinez	Parent or Community Member
Susie Hinden	Classroom Teacher
Patricia Jorgensen	Classroom Teacher
Steven Whitehair	Classroom Teacher
Kerry Urquhart	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 30, 2021.

Attested:



Principal, Nikki Sorensen on 11/30/2021



SSC Chairperson, Kerry Urquhart on 11/30/2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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



## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Pine Grove Elementary School
<b>Address</b>	1050 Rice Ranch Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045801
<b>Principal</b>	Michelle Boyd
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 5, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	December 2, 2021
<b>Local Board Approval Date</b>	December 15, 2021

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Stakeholder Involvement ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Student Population ..... 15
  - Overall Performance ..... 17
  - Academic Performance ..... 18
  - Academic Engagement ..... 23
  - Conditions & Climate..... 25
- Annual Review and Update ..... 27
  - Goal 1 ..... 27
  - Goal 2..... 31
  - Goal 3..... 36
  - Goal 4..... 39
  - Goal 5..... 42
- Goals, Strategies, & Proposed Expenditures ..... 45
  - Goal 1 ..... 45
  - Goal 2..... 49
  - Goal 3..... 53
  - Goal 4..... 56
  - Goal 5..... 59
- Budget Summary and Consolidation ..... 62
  - Budget Summary ..... 62
  - Allocations by Funding Source..... 62
  - Expenditures by Funding Source ..... 63
  - Expenditures by Budget Reference ..... 64
  - Expenditures by Budget Reference and Funding Source ..... 65
- School Site Council Membership ..... 66
- Recommendations and Assurances ..... 67
- Addendum..... 68
  - Instructions: Linked Table of Contents ..... 68

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....71  
Appendix B: Select State and Federal Programs.....73

# School Vision and Mission

## Mission

At Pine Grove School, we believe that all students can learn at high levels. We set high standards for student achievement and expect all students to achieve at their maximum potential. Our staff is committed to the development of problem solvers and creative thinkers and believe that educating children for success as contributing members of society is a priority.

## Vision

Pine Grove School will:

- Foster a secure and supportive learning environment
- Provide academic excellence, character development, and enrichment for all
- Utilize and incorporate technology in daily classroom learning
- Instill a desire to become life-long learners

Students will:

- Experience quality instruction
- Increase levels of achievement
- Actively engage in learning

# School Profile

The Orcutt Union School District's Mission is as follows: Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world.

Pine Grove is located in the northern region of Santa Barbara County and serves students in grades K-6 following a traditional calendar. In 2021-2022, the school's overall ethnic make-up is as follows: 46.8% Hispanic, 0.21% American Indian/Alaskan Native, 1.4% Asian, 1% Filipino, 0.21% Black/African American, 40% White, 7.6% Two or More Races, and 2.5% other groups.

For the 2021-2022 school year, 485 students are enrolled including 8% classified as English Language Learners, 11% in students with disabilities, and 21% socioeconomically disadvantaged.

**English Language Learners:** English Learners represent eight percent of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

**Students with Disabilities:** Students with Disabilities represent eleven percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at Pine Grove include Speech & Language services, Occupational Therapy, Resource Specialist services, Adaptive Physical Education, behavior plans, and counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program.

Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 9/20/2021 and 10/13/2021.

Discussions included a thorough review of school data using Acadience K-6 Reading data and Spring 2021 NWEA mathematic and reading scores for grades 1-6, and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/6/2021 and 10/20/2021 - Met with Pine Grove staff to review SPSA plan and relevant data.

10/14/2021 - Met with Pine Grove PTA to share school site goals and proposed SPSA.

11/8/2021 - Met with ELAC to review data and the proposed SPSA.

12/2/2021 - Met with School Site Council to review data and approve the SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.38%	0.37%	%	2	2	
African American	0.38%	0.37%	0.2%	2	2	1
Asian	1.7%	1.29%	1.3%	9	7	6
Filipino	1.7%	1.66%	1.7%	9	9	8
Hispanic/Latino	43.56%	41.4%	45.4%	230	224	217
Pacific Islander	0.19%	0.18%	0.2%	1	1	1
White	42.8%	45.1%	40.8%	226	244	195
Multiple/No Response	%	2.77%	6.7%		37	32
<b>Total Enrollment</b>				528	541	478

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	58	70	69
Grade 1	86	69	63
Grade 2	65	86	64
Grade 3	71	65	79
Grade 4	71	75	62
Grade 5	98	75	67
Grade 6	79	101	74
<b>Total Enrollment</b>	528	541	478

### Conclusions based on this data:

1. Student enrollment steadily grew between 2017-2018 and 2019-2020. Enrollment for the current 2021-2022 school year is 490 students.
2. Kindergarten enrollment numbers are increasing. Current enrollment is 75 kindergartners.
3. An increasing number of families select "no response" for race/ethnicity on their enrollment form.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	49	35	32	9.3%	6.5%	6.7%
Fluent English Proficient (FEP)	15	18	10	2.8%	3.3%	2.1%
Reclassified Fluent English Proficient (RFEP)	2	6	4	4.0%	12.2%	11.4%

### Conclusions based on this data:

1. The number and percent of English Learners remain steady.
2. The number and percent of FEP students remain steady.
3. The number and percent of RFEP students continue to shift, which is reflective of changes in standards, assessments, and reclassification criteria.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	70	64	88	70	64	88	70	64	100	100	100
Grade 4	75	92	73	74	90	72	74	90	72	98.7	97.8	98.6
Grade 5	83	77	98	82	77	97	82	77	97	98.8	100	99
Grade 6	99	81	79	99	79	77	99	79	77	100	97.5	97.5
All Grades	345	320	314	343	316	310	343	316	310	99.4	98.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2445.1	2447.2	2451.9	32.95	31.43	31.25	22.73	22.86	28.13	35.23	30.00	31.25	9.09	15.71	9.38
Grade 4	2491.0	2511.7	2494.1	33.78	41.11	31.94	32.43	30.00	27.78	14.86	20.00	25.00	18.92	8.89	15.28
Grade 5	2536.9	2528.7	2524.5	30.49	20.78	23.71	40.24	41.56	35.05	13.41	23.38	25.77	15.85	14.29	15.46
Grade 6	2537.7	2545.5	2542.6	18.18	24.05	12.99	41.41	35.44	44.16	22.22	20.25	28.57	18.18	20.25	14.29
All Grades	N/A	N/A	N/A	28.28	29.75	24.52	34.40	32.59	34.19	21.87	23.10	27.42	15.45	14.56	13.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.41	28.57	31.25	45.45	52.86	50.00	26.14	18.57	18.75
Grade 4	27.03	35.56	34.72	63.51	56.67	50.00	9.46	7.78	15.28
Grade 5	41.46	27.27	29.90	43.90	49.35	51.55	14.63	23.38	18.56
Grade 6	23.23	22.78	20.78	52.53	48.10	59.74	24.24	29.11	19.48
All Grades	29.74	28.80	29.03	51.02	51.90	52.90	19.24	19.30	18.06

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.14	31.43	37.50	61.36	50.00	48.44	12.50	18.57	14.06
<b>Grade 4</b>	32.43	30.00	29.17	52.70	58.89	58.33	14.86	11.11	12.50
<b>Grade 5</b>	41.46	33.77	31.96	50.00	57.14	52.58	8.54	9.09	15.46
<b>Grade 6</b>	31.31	36.71	20.78	49.49	46.84	63.64	19.19	16.46	15.58
<b>All Grades</b>	32.65	32.91	29.68	53.35	53.48	55.81	13.99	13.61	14.52

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	20.45	37.14	26.56	67.05	50.00	67.19	12.50	12.86	6.25
<b>Grade 4</b>	22.97	33.33	26.39	60.81	57.78	62.50	16.22	8.89	11.11
<b>Grade 5</b>	21.95	16.88	16.49	68.29	74.03	67.01	9.76	9.09	16.49
<b>Grade 6</b>	14.14	22.78	16.88	68.69	65.82	71.43	17.17	11.39	11.69
<b>All Grades</b>	19.53	27.53	20.97	66.47	62.03	67.10	13.99	10.44	11.94

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	28.41	24.29	28.13	57.95	58.57	50.00	13.64	17.14	21.88
<b>Grade 4</b>	28.38	43.33	25.00	55.41	47.78	51.39	16.22	8.89	23.61
<b>Grade 5</b>	40.24	32.47	28.87	45.12	61.04	57.73	14.63	6.49	13.40
<b>Grade 6</b>	31.31	32.91	27.27	45.45	48.10	59.74	23.23	18.99	12.99
<b>All Grades</b>	32.07	33.86	27.42	50.73	53.48	55.16	17.20	12.66	17.42

**Conclusions based on this data:**

1. There is an increase in the Mean Scale Score in ELA/Literacy for grades 3-6 over the 3-year period reported.
2. Targeted ELA instruction has resulted in growth in reading achievement.
3. Writing scores remain steady but strong over the 3-year period reported.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	70	64	88	70	64	88	70	64	100	100	100
Grade 4	76	92	73	75	90	72	75	90	72	98.7	97.8	98.6
Grade 5	83	77	98	82	77	97	82	77	97	98.8	100	99
Grade 6	99	81	79	99	79	77	99	79	77	100	97.5	97.5
All Grades	346	320	314	344	316	310	344	316	310	99.4	98.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.9	2437.1	2450.7	22.73	11.43	26.56	36.36	45.71	32.81	31.82	22.86	20.31	9.09	20.00	20.31
Grade 4	2496.3	2509.3	2482.5	26.67	28.89	16.67	29.33	37.78	33.33	30.67	25.56	36.11	13.33	7.78	13.89
Grade 5	2506.7	2510.9	2515.9	18.29	19.48	22.68	21.95	20.78	18.56	37.80	42.86	35.05	21.95	16.88	23.71
Grade 6	2511.3	2545.7	2534.6	13.13	21.52	23.38	22.22	31.65	16.88	36.36	26.58	36.36	28.28	20.25	23.38
All Grades	N/A	N/A	N/A	19.77	20.89	22.26	27.33	33.86	24.52	34.30	29.43	32.58	18.60	15.82	20.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.32	31.43	39.06	42.05	41.43	39.06	13.64	27.14	21.88
Grade 4	44.00	47.78	33.33	32.00	31.11	37.50	24.00	21.11	29.17
Grade 5	21.95	23.38	34.02	41.46	45.45	30.93	36.59	31.17	35.05
Grade 6	21.21	34.18	28.57	35.35	37.97	33.77	43.43	27.85	37.66
All Grades	32.27	34.81	33.55	37.79	38.61	34.84	29.94	26.58	31.61

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.95	27.14	35.94	51.14	50.00	48.44	15.91	22.86	15.63
Grade 4	30.67	33.33	19.44	52.00	50.00	61.11	17.33	16.67	19.44
Grade 5	23.17	27.27	26.80	53.66	51.95	47.42	23.17	20.78	25.77
Grade 6	15.15	21.52	19.48	50.51	49.37	51.95	34.34	29.11	28.57
All Grades	25.00	27.53	25.16	51.74	50.32	51.94	23.26	22.15	22.90

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	18.57	32.81	55.68	60.00	50.00	7.95	21.43	17.19
Grade 4	30.67	40.00	20.83	46.67	41.11	61.11	22.67	18.89	18.06
Grade 5	15.85	12.99	19.59	56.10	58.44	56.70	28.05	28.57	23.71
Grade 6	17.17	24.05	22.08	52.53	50.63	48.05	30.30	25.32	29.87
All Grades	24.71	24.68	23.23	52.91	51.90	54.19	22.38	23.42	22.58

**Conclusions based on this data:**

1. Mean scale scores in math remain steady over the 3-year period reported.
2. Math results indicate a need for specific strategic interventions.
3. The number of students that exceeded standard increased from from the previous year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	8
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	1583.8	*	1568.6	*	1598.5	*	12
All Grades							48	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6		58.33	*	33.33	*	8.33		0.00	*	12
All Grades	31.25	30.00	47.92	42.50	*	22.50	*	5.00	48	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	75.00	*	25.00		0.00		0.00	*	12
All Grades	39.58	47.50	50.00	30.00	*	17.50	*	5.00	48	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6		41.67	*	33.33	*	25.00	*	0.00	*	12
All Grades	25.00	22.50	37.50	37.50	22.92	30.00	*	10.00	48	40

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
3	*	*	*	*	*	*	*	*	
6		33.33	*	50.00		16.67	*	12	
All Grades	50.00	30.00	45.83	60.00	*	10.00	48	40	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
6	*	91.67		8.33		0.00	*	12	
All Grades	52.08	55.00	41.67	45.00	*	0.00	48	40	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6		33.33	*	41.67	*	25.00	*	12
All Grades	*	17.50	56.25	67.50	25.00	15.00	48	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
6		75.00	*	25.00		0.00	*	12
All Grades	45.83	37.50	50.00	55.00	*	7.50	48	40

**Conclusions based on this data:**

1. The writing domain continues to be an area where most of our English Learner students are scoring in the "Well Developed" or "Somewhat Moderately Developed" ranges.
2. The reading domain is a focus area for intervention. Reading comprehension needs to be a priority during English Language Development (ELD) lessons.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>541</b>	<b>34.0</b>	<b>6.5</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	6.5
Homeless	2	0.4
Socioeconomically Disadvantaged	184	34.0
Students with Disabilities	65	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	7	1.3
Filipino	9	1.7
Hispanic	224	41.4
Two or More Races	37	6.8
Pacific Islander	1	0.2
White	244	45.1

### Conclusions based on this data:

1. The student population has risen by 13 students.
2. More families are marking "decline to state" when asked about ethnicity.
3. Subgroup percentages remain similar to years past, but there is a steady rise in the socioeconomically disadvantaged subgroup.




# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Our academic performance remains steady, with a slight decline in the percent that "Met or Exceeded" standard.
2. Longitudinal performance shows growth as we compare "like" groups of students over time.
3. Suspension and attendance remain similar to past two years.

# School and Student Performance Data

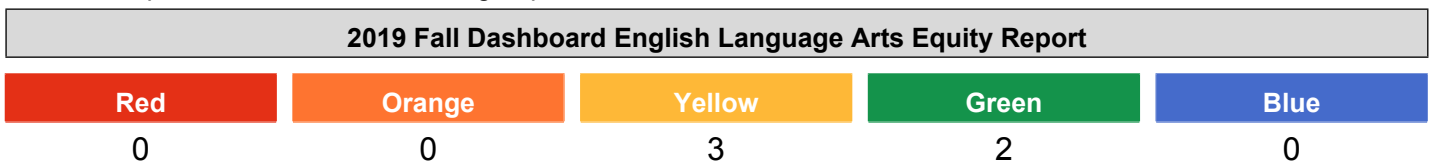
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>21.1 points above standard</p> <p>Declined -4.3 points</p> <p>299</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.9 points below standard</p> <p>Increased ++3.9 points</p> <p>39</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>2.5 points above standard</p> <p>Declined -7.1 points</p> <p>100</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>11.9 points below standard</p> <p>Increased ++6.2 points</p> <p>39</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4 points above standard Declined -8.2 points 132	 No Performance Color 49.5 points above standard Maintained ++2.8 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.1 points above standard Maintained 0 points 134

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
36.3 points below standard Maintained -0.9 points 26	57.8 points above standard 13	24.3 points above standard Declined -5.3 points 256

**Conclusions based on this data:**

1. In the area of English Language Arts there has been steady progress over the past three years, with a gradual increase in students scoring "met" or "exceeded" standard.
2. In the area of English Language Arts, the English Learner subgroup made growth over that past three years, with the mean scaled score going from 2438 to 2497.
3. In the area of English Language Arts, most subgroups have made steady progress in "met" standard.

# School and Student Performance Data

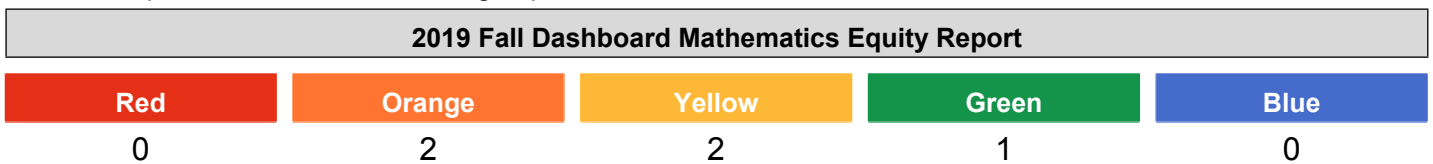
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 4.5 points below standard Declined -7.4 points 299	<p><b>English Learners</b></p> Orange 36.3 points below standard Maintained -2.5 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 17.7 points below standard Declined -5.6 points 100	<p><b>Students with Disabilities</b></p> Orange 29.5 points below standard Declined -5.8 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1 points below standard Declined -3.9 points 132	 No Performance Color 25.4 points above standard Declined -4.5 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4.4 points above standard Declined -9 points 134

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard Declined -10.9 points 26	26.5 points above standard 13	0.2 points below standard Declined -7.2 points 256

#### Conclusions based on this data:

1. Although the mean scaled score in math has increased each year over the past three years, our percent of students achieving in the "met" or "exceeded" standard is not 5% greater than last year as we predicted.
2. Students with disabilities scored 42% "met or exceeded" standard compared to our "all students group," which scored 45% "met or exceeded" standard.
3. Students with disabilities scored 26% "met or exceeded" standard, which is an increase from the prior year.

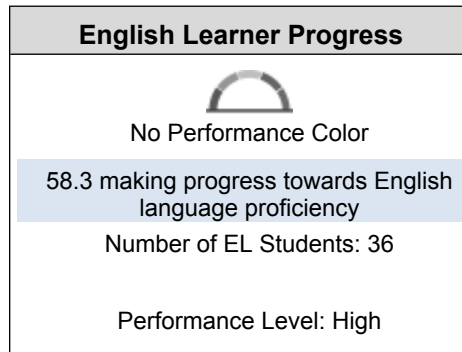
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	27.7	11.1	47.2

#### Conclusions based on this data:

1. A majority of English Learners (79.2%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. A small percentage of English Learners (4.2%) scored in Level 1 (Beginning Stage).



# School and Student Performance Data

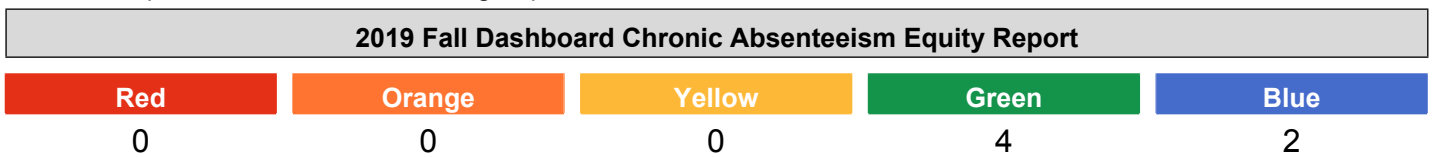
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5.7</p> <p>Declined -2.1</p> <p>544</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>2</p> <p>Declined -3.7</p> <p>49</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>8</p> <p>Declined Significantly -3.8</p> <p>200</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>7</p> <p>Declined -8.1</p> <p>71</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Declined -2.4 236	 Blue 2 Declined -2 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 7.2 Declined -1.9 236

**Conclusions based on this data:**

1. We have made progress in reducing the number of students with chronic absenteeism in the "all students" group.
2. We have seen a reduction in chronic absenteeism for the socioeconomically disadvantaged subgroup.
3. We have had a reduction (improvement) in chronic absenteeism for students with disabilities.

# School and Student Performance Data

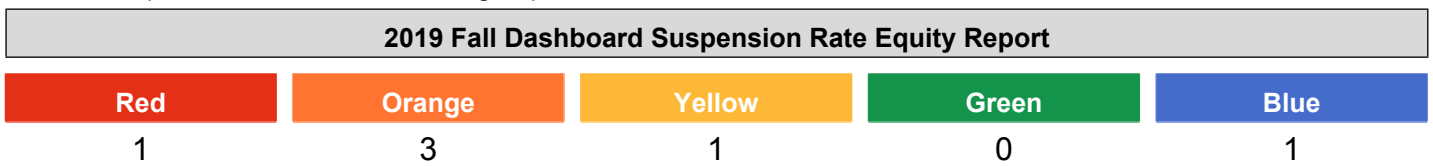
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

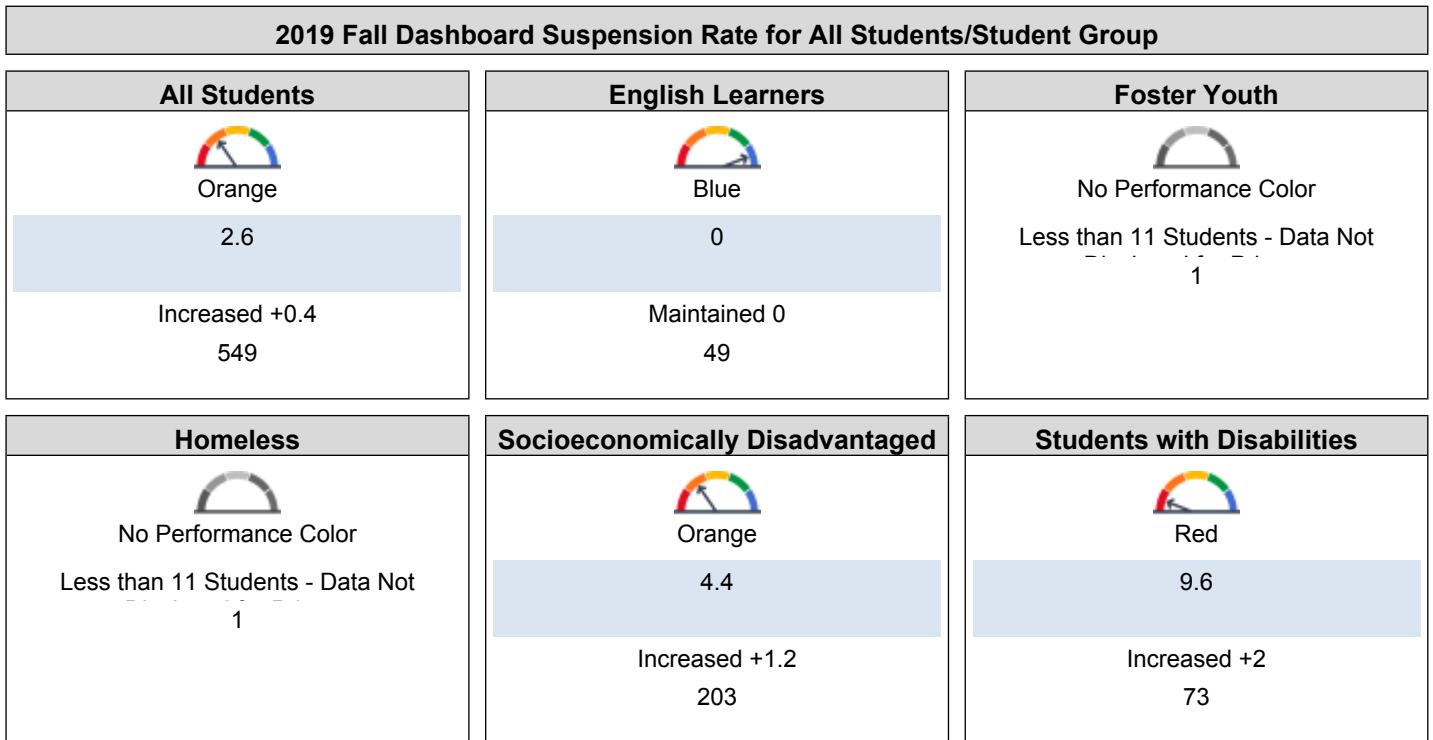
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 Maintained 0 238	 Orange 4.1 Increased +2.1 49	 No Performance Color Less than 11 Students - Data 1	 Orange 3.3 Increased +0.5 239

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2.6

**Conclusions based on this data:**

1. Students with disabilities were suspended at a higher rate than other subgroups.
2. There was a slight increase in suspension rates.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Math assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students is 68.5% of students scoring in the top three categories ("Avg, HiAvg, Hi").	Results from the Spring 2021 NWEA mathematics assessment: Grades 1-2 19% Hi 21% HiAvg 21% Avg 21% LoAvg 17% Low Combined average of the top three scores (Hi,HiAvg,Avg) is 62% for grades 1-2.
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Increase performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP. Goals for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups (mastery or exceeding mastery): All students 51.78% Low SES 41.19% EL 20.39% SWD 45%	Due to the COVID-19 CAASPP mathematics testing was not administered in Spring 2021, the district administered the NWEA math test in its place. Results from the Spring 2021 NWEA mathematics assessment: Grades 3-6 10% Hi 23% HiAvg 24% Avg 23% LoAvg 21% Low Combined average of the top three scores (Hi,HiAvg,Avg) is 57% for grades 3-6.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1)  In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the	Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grade 6),		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>California State Standards in Mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. One TOSA will specialize in math instruction for grades K-6. Number Sense will be a focus area for initial classroom instruction (Tier 1). TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p>	<p>with an emphasis on online components of the programs that were suited for distance and hybrid learning. TOSAs continue to support classroom teachers with implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional development sessions offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter.</p> <p>District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.</p>	<p>students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Intervention and extra practice for students will be through Zearn (grades K-5) and IXL (grade 6).</p>	<p>Zearn and IXL proved to be valuable supplements to the district's math curriculum. Many teachers assigned work from Zearn or IXL and reported they gave students valuable practice and second helpings of instruction.</p>		

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-6) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

No expenditures to review.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering kindergarten. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with grade-level math instruction for the current school year. As for professional development, the district plans to have Douglass focus her support on grades 3, 4, and 5 this school year.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2021 Acadience assessment for Kindergarten.	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level.	Acadience Reading Composite Assessment for Kindergarten students in Spring 2021: 38% of students scored "At or or Above Benchmark"
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students is 78% of students scoring in the top three categories ("Avg, HiAvg, Hi").	Results from the Spring 2021 NWEA reading assessment: Grades 1-2 23% Hi 14% HiAvg 23% Avg 22% LoAvg 19% Low Combined average of the top three scores (Hi,HiAvg,Avg) is 60% for grades 1-2.
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups.</p> <p>Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups: Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2021: 58.8% Low SES - Goal for Spring 2021: 42.6% EL -- Goal for Spring 2021: 22.8% SWD -- Goal for Spring 2021: 20.8%</p>	Due to the COVID-19 CAASPP ELA testing was not administered in Spring 2021, the district administered the NWEA reading test in its place. Results from the Spring 2021 NWEA reading assessment: Grades 3-6 18% Hi 25% HiAvg 29% Avg 20% LoAvg 12% Low Combined average of the top three scores (Hi,HiAvg,Avg) is 71% for grades 3-6.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. One TOSA will specialize in the Wonders curriculum for grades K-5. Academic vocabulary will be a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in ELA. TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning. One TOSA will specialize in English Language</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs. TOSAs continued to assist teachers at the TOSAs' assigned school sites and in the TOSAs' areas of focus. Additionally, the TOSAs planned voluntary professional development sessions each Monday afternoon. Topics ranged from techniques for components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of teachers and administrators in a weekly "TOSA Tips" email newsletter. English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.</p>	<p>evidence-based online ELD curriculum.</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In English Language Arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include STAR reading Lexile assessments, common formative assessments, Acadience Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in ELA.</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>	<p>STAR Reading Assessment (Renaissance Learning) Donations 2,204</p>	<p>STAR Reading Assessment (Renaissance Learning) LCFF - Supplemental 2,203</p>
<p><b>Academic Intervention (Tier 2)</b></p> <p>Through the PLC process (see comment for B. Progress Monitoring),</p>	<p>The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year. With guidance and support from TOSAs,</p>	<p>Hourly teacher provide 5 hours of SIPPS intervention 4 days per week. 1000-1999: Certificated Personnel</p>	<p>Hourly teacher provide 5 hours of intervention 4 days per week. 1000-1999: Certificated Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.(Tier 1 and 2)</p>	<p>hourly support teachers administered Acadience tests to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs, classroom teachers, and hourly support teachers then utilized the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operated four days a week during times when students in the group were not participating in live synchronous instruction with their classroom teacher. Groups proceeded even during the period of hybrid instruction from March 2021 through the end of the year.</p>	Salaries LCFF - Supplemental 29,320	LCFF - Supplemental 23,402

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-6) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizeable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

No significant differences between proposed expenditures and estimated actual expenditures.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, students were grouped by reading performance level and SIPPS was taught schoolwide. The Heggerty phonemic awareness curriculum was incorporated into a two week "jump start" program for students entering kindergarten. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. The SIPPS reading intervention program will continue as in previous years. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for All students.	Students with an attendance rate of 90% or greater, was a total of 443/483 students (92%).
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for All students. Goals: 6% All Students	Chronic Absenteeism Rates: 8.28% All Students 0.00% Foster 25.0% Homeless 6.67% English Learners 18.5% Special Education 11.1% Socioeconomically Disadvantaged

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Communication with Students and Families</p> <p>Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p>	<p>School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and internet access, and coached students and parents on how to log into virtual meetings.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>B. School Programming</p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize Check, Connect, and Respect Program from Fighting Back Santa Maria Valley, staff counselor, and community liaison to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>The School Attendance Review Board (SARB) was not a viable option for schools in 2020-2021 because the District Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small-group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance. The Check, Connect, and Respect Program was discontinued due to a need to limit expenditures.</p>		

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

No expenditures to review.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey California Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p> <p>Baseline data: In October 2020, students (grades 4-6) and parents were surveyed on the level of caring they experience at school. The student survey showed the percentage of the students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (81%), notice when they are not there (74%), listen to them when they have something to say (79%), are there for them when they have a problem or concern (81%), and believe they will be a success (89%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (81%), teachers communicate with parents about what students are expected to learn (78%), parents feel welcome to be involved in the school (68%), there is someone at school to talk to about a problem or concern (72%), and school staff take parent concerns seriously (61%).</p>	<p>In October 2021, students (grades 4-6) and parents were surveyed on the level of caring they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (68%), notice when they are not there (60%), listen to them when they have something to say (70%), are there for them when they have a problem or concern (69%), and believe they will be a success (72%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (84%), teachers communicate with parents about what students are expected to learn (74%), parents feel welcome to be involved in the school (61%), there is someone at school to talk to about a problem or concern (73%), and school staff take parent concerns seriously (69%).</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p>	<p>Teachers prioritized teacher-student relationships throughout</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed, families will be able to check out hot spots that provide WiFi access. The Technology Department will provide afterhours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse. Students and families were appreciative of the district's distribution of a technology device to each student. Some families needed assistance with internet access and were issued hot spots. The Technology Department scheduled regular availability to families and assisted many. After-hours academic support from hourly support teachers was made available. The support was promoted by school administration, but only a</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
offerings via Zoom and other virtual platforms.	limited number of students capitalized. The district offered some parent education workshops virtually and found that parent attendance increased. The school offered a virtual Back to School Night. Many parents commented that they appreciated being able to participate in district and school meetings while remaining at home.		

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents, but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No expenditures to review.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	There was one suspension in 2020-2021 (0.2%).

### Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support. As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support. The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school out of necessity needed to devote much more of its focus to compliance with COVID-19 health guidelines.</p> <p>When in-person instruction resumed on campus, more attention needed to be paid to cohorting, physical distancing, and mask-wearing than the school's pre-pandemic behavioral matrix.</p>	<p>Grab Bag prizes used as incentives for attendance/engagement. Donations 500</p>	<p>Grab Bag prizes used as incentives for attendance/engagement. Donations 300</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>will track Office Discipline Referrals (ODRs) to monitor trends and needs. As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, the library makerspace, and Battle of the Books.</p>	<p>For the most part student clubs and organizations also went on hiatus. The adviser of the Student Council did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>	<p>As mentioned in the response for Goal 4, teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning. Students and parents appreciated the grab bag prizes as incentives for positive school engagement.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

Due to COVID-19 (distance learning) the need for incentives for attendance/engagement decreased. When students returned to in-person learning, this incentive program continued.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	Results from Spring 2021 Mathematics NWEA assessment: Grades 1-6 16% Level 4-Exceeding Standards 29% Level 3- Standards Met 31% Level 2-Standards Nearly Met 24% Level 1- Standards Not Met  The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) is 45% as measured by NWEA Mathematics Assessment.	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 10% as measured by NWEA Mathematics Assessment.  Goal for Spring 2022: Grades 1-6 20% Level 4-Exceeding Standards 35% Level 3- Standards Met

### Planned Strategies/Activities

#### Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6.

Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

The strategy of Number Talks will be utilized to strengthen student understanding of number relationships and develop computational reasoning. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and socioeconomically disadvantaged students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year is the mastery of "hinge standards" at each grade level. These hinge standards are the must-know skills as defined by consultants Michele Douglass.

### Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA
<b>Amount</b>	200
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math Bowl team supplies. Math incentives.
<b>Amount</b>	0



<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class.

## Strategy/Activity 2

### B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

In math, PLC teams will monitor student progress on mastery of the hinge standards by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide time for PLC meetings
<b>Amount</b>	420
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers for SST meetings.

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-6) and IXL (grades 6) to bolster students' skills in math. Edgenuity Pathblazer will be used to provide personalized, targeted instruction.

Provide supplemental materials to support math intervention for at-risk students. Students will engage with models and manipulatives to build conceptual understanding of mathematics. Teacher will provide student feedback throughout the learning process.

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online math programs for Math Intervention and Support
<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and online math programs for Math Intervention and Support

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in English/Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of English Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction and intervention, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Acadience Reading Grade K: % of students scoring "At or Above Benchmark" on Composite Score	Acadience Composite Assessment for K students Spring 2021: 38% of students scored "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" benchmark on the Acadience Composite Score will increase by 20%  Goal for 2022: 58% "At or Above Benchmark" benchmark
NWEA-MAP Grades 1-6: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	Results from Spring 2021 E/LA NWEA assessment: Grades 1-6 26% Level 4-Exceeding Standards 25% Level 3- Standards Met 29% Level 2-Standards Nearly Met 20% Level 1- Standards Not Met  The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) is 51% as measured by NWEA Reading Assessment.	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 10% as measured by NWEA Reading Assessment.  Goal for Spring 2022: Grades 1-6 30% Level 4-Exceeding Standards 31% Level 3- Standards Met

# Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Heggerty phonemic awareness curriculum and strategies will be woven into instruction. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment, NWEA and Acadience data to inform instruction and drive conversations centered around student learning and instructional strategies.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2021-22 school year is the mastery of academic vocabulary. Vocabulary skills are foundational requirements for students to reach high academic achievement. A strong vocabulary allows students to accurately express themselves and better understand concepts across all subject matters.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class.

## Strategy/Activity 2

### B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,176
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	STAR Reading Assessment (Renaissance Learning)
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified

<b>Description</b>	Progress Monitoring Materials
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time

### Strategy/Activity 3

Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principals, Teachers, TOSA, SIPPS Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	29,078
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	300.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rate for all students: 2020-21 92%	Increase attendance rate to 94% for "All" students
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2020-21: 8.00% "All" Students 6.67% English Learner 11.1% Low Income 0.00% Foster Youth	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.  Goals for 2021-22 Chronic Absenteeism Rate: 6.00% "All" Students 4.67% English Learner 9.10% Low Income 0.00% Foster Youth

### Planned Strategies/Activities

#### Strategy/Activity 1

## A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers, Parents, Students, PTA

### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

## Strategy/Activity 2

### B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	<p>October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <p>"really cares about them" (68%) "notice when they are not there" (60%) "listen to them when they have something to say" (70%) "are there for them when they have a problem or concern" (69%), "believe they will be a success" (72%).</p> <p>October 2021 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <p>"school staff communicate with parents about what is happening at the school" (84%) "teachers communicate with parents about what students are expected to learn" (74%)</p>	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... "school staff communicate with parents about what is happening at the school"</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>"parents feel welcome to be involved in the school" (61%)</p> <p>"there is someone at school to talk to about a problem or concern" (73%)</p> <p>"school staff take parent concerns seriously" (69%).</p>	<p>"teachers communicate with parents about what students are expected to learn"</p> <p>"parents feel welcome to be involved in the school"</p> <p>"there is someone at school to talk to about a problem or concern"</p> <p>"school staff take parent concerns seriously"</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. The 2x10 Relationship Building strategy will be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	<p>Bilingual Community Liaison provides translation for meetings</p> <p>Provide Childcare for after school meetings</p>
Amount	0

<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, digital marquee sign, and online (website and social media) posts.

The school will partner with PTA to engage students, families, and community members.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	<p>Suspension/expulsion rates for 2019-2020:</p> <p>2.4% Suspension Rate (All Students)</p> <p>0% African American</p> <p>0% American Indian/Alaska Native</p> <p>0% Asian</p> <p>0.7% Hispanic/Latino</p> <p>1.1% White</p> <p>0% Two or more races</p> <p>0% English Learners</p> <p>1.3% Socioeconomically Disadvantaged</p> <p>0% Foster Youth</p> <p>0% Homeless Youth</p> <p>0.5% Special Education</p> <p>2019-20: 0% Expulsion Rate</p> <p>2020-21: 0.2% Suspension Rate (All Students)</p> <p>0% Special Education</p> <p>1% Socioeconomically Disadvantaged</p> <p>0% English Learners</p> <p>0% Homeless/Foster Youth</p> <p>0% Hispanic/Latino</p> <p>0% American Indian/Alaska Native</p> <p>0% Asian</p> <p>0% African American</p>	<p>Maintain/decrease current suspension/expulsion rates for all students and each subgroup of students.</p> <p>Goal for Suspension Rate for 2021-22: &lt;1% Suspension Rate (total)</p> <p>&lt;1% Special Education</p> <p>&lt;1% Socioeconomically Disadvantaged</p> <p>&lt;1% English Learners</p> <p>&lt;1% Homeless/Foster Youth</p> <p>&lt;1% Hispanic/Latino</p> <p>&lt;1% American Indian/Alaska Native</p> <p>&lt;1% Asian</p> <p>&lt;1% African American</p> <p>&lt;1% White</p> <p>&lt;1% Two or more races</p> <p>Goal for Expulsion Rate 2021-22: 0% (All Students)</p>

Metric/Indicator	Baseline	Expected Outcome
	0.5% White 0% Two or more races  2020-21: 0% Expulsion Rate	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The 2x10 Relationship Building strategy will be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize STAR Buck drawings to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs.

Restorative discipline practices will be implemented. Restorative methods promote inclusiveness, relationship-building and problem-solving.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include school assemblies, Student Council, Reading Buddies, Makerspace, Yearbook Club, Battle of the Books, Robotics team, and Math Super Bowl team.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1000

<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

Check-in/Check-out (CICO) will be implemented as a Tier 2/3 intervention. CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	36,574.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	33,174	0.00
Donations	1,200	0.00
Parent-Teacher Association (PTA)	2,200	0.00



## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Donations	1,200.00
LCFF - Supplemental	33,174.00
Parent-Teacher Association (PTA)	2,200.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	29,498.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	7,076.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	Donations	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,498.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,676.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,200.00

# School Site Council Membership

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

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

Name of Members	Role
Michelle Boyd	Principal
Amanda Ramirez	Classroom Teacher
Meredith Jones	Classroom Teacher
Megan Flick	Other School Staff
Grecia Cornejo	Parent or Community Member
Kelley Kirby	Parent or Community Member
Isabel Viviano	Parent or Community Member
Rhonda Hawthorne	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12/2/2021.

Attested:



Principal, Michelle Boyd on 12/2/2021



SSC Chairperson, Kelley Kirby on 12/2/2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Ralph Dunlap Elementary School
<b>Address</b>	1220 Oak Knoll Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045744
<b>Principal</b>	Joe Schmidt
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	December 1, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	December 1, 2021
<b>Local Board Approval Date</b>	December 15, 2021

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Stakeholder Involvement ..... 4
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Student Population ..... 15
  - Overall Performance ..... 16
  - Academic Performance ..... 17
  - Academic Engagement ..... 22
  - Conditions & Climate..... 24
- Annual Review and Update ..... 26
  - Goal 1 ..... 26
  - Goal 2..... 30
  - Goal 3..... 34
  - Goal 4..... 37
  - Goal 5..... 40
- Goals, Strategies, & Proposed Expenditures ..... 43
  - Goal 1 ..... 43
  - Goal 2..... 47
  - Goal 3..... 51
  - Goal 4..... 54
  - Goal 5..... 57
- Budget Summary and Consolidation ..... 60
  - Budget Summary ..... 60
  - Allocations by Funding Source..... 60
  - Expenditures by Funding Source ..... 61
  - Expenditures by Budget Reference ..... 62
  - Expenditures by Budget Reference and Funding Source ..... 63
- School Site Council Membership ..... 64
- Recommendations and Assurances ..... 65
- Addendum..... 66
  - Instructions: Linked Table of Contents ..... 66

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....69  
Appendix B: Select State and Federal Programs.....71

# School Vision and Mission

## School Vision:

Ralph Dunlap School has a strong tradition of outstanding student achievement. To carry on this practice of excellence, the staff "commits" to maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learning that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and promotes positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

## School Mission:

Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Therefore, Ralph Dunlap teaching staff makes the following commitments:

1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.
7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

# School Profile

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades kindergarten through six following a traditional calendar. For the 2021-2022 school year, 470 students are enrolled, which includes 10.6% in Special Education, 10.2% qualifying for English Language Learner support, and 35.5% qualifying as socioeconomically disadvantaged students. There are two Structured Day Classes serving 10 students. Additionally, the campus hosts a County Special Education class for 13 students who are deaf/hard of hearing.

Ralph Dunlap parents are encouraged to "actively partner" in their child's learning experience either by volunteering in the classroom, serving on the PTA, participating in the School Site Council, and/or attending the many school events. Parents stay informed on upcoming happenings and school activities through email, the school marquee, PTA monthly newsletters, social media, the school website, classroom websites, and the PTA Dolphin Pod.

Opportunities to volunteer on the Ralph Dunlap campus include the following: chaperone field trips, volunteer in classrooms, supervise the Friday Art Studio experience, teach Arts Attack classroom lessons, participate in PTA-sponsored activities and family fun nights, and assist with campus beautification projects. Opportunities to serve on committees at Ralph Dunlap School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Ralph Dunlap families are welcomed to participate in the following school functions throughout the year: Back to School Night, Family Movie Nights, Family Literacy Night, Fall Festival, Reflections Art Night & Gallery, Holiday Craft Fair, Book Fairs, Science Night, Science Fair, Spring Jog-A-Thon, Family Bingo Night, Open House, and other assorted family activities. The school is a busy place and enjoys strong support from its parent community.

# Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:

9/20/21

11/26/21

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/6/21 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

12/1/21 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures. The SSC approved the SPSA at that time.

12/7/21 - Met with PTA to share school site goals and SPSA



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.87%	0.69%	0.8%	5	4	4
African American	0.17%	0.35%	0.6%	1	2	3
Asian	1.39%	2.08%	1.7%	8	12	9
Filipino	1.39%	1.04%	1.2%	8	6	6
Hispanic/Latino	40.55%	43.75%	42.5%	234	252	220
Pacific Islander	0.17%	0%	0.4%	1	0	2
White	47.83%	43.4%	43.1%	276	250	223
Multiple/No Response	%	2.08%	7.0%		38	36
<b>Total Enrollment</b>				<b>577</b>	<b>576</b>	<b>518</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	70	61
Grade 1	77	66	64
Grade 2	80	78	68
Grade 3	90	83	78
Grade 4	85	95	80
Grade 5	89	87	82
Grade 6	91	97	85
<b>Total Enrollment</b>	<b>577</b>	<b>576</b>	<b>518</b>

### Conclusions based on this data:

1. Enrollment at Ralph Dunlap is declining.
2. The Hispanic, Asian, and Filipino populations have increased while the White population has decreased.
3. Fifth and sixth grades have seen a significant decrease in students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	35	40	44	6.1%	6.9%	8.5%
Fluent English Proficient (FEP)	4	14	9	0.7%	2.4%	1.7%
Reclassified Fluent English Proficient (RFEP)	1	5	0	2.6%	14.3%	0.0%

### Conclusions based on this data:

1. The English Learner population is increasing.
2. A significant percentage of English learners were reclassified as Fluent English Proficient in 2016-2017.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	82	90	88	79	84	88	79	84	98.9	96.3	93.3
Grade 4	84	87	83	82	84	81	82	84	81	97.6	96.6	97.6
Grade 5	104	86	90	100	84	88	100	84	88	96.2	97.7	97.8
Grade 6	110	100	91	106	96	89	105	96	89	96.4	96	97.8
All Grades	387	355	354	376	343	342	375	343	342	97.2	96.6	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.9	2383.3	2405.4	18.18	17.72	19.05	22.73	13.92	20.24	22.73	16.46	29.76	36.36	51.90	30.95
Grade 4	2469.5	2498.0	2471.7	23.17	40.48	27.16	24.39	22.62	22.22	25.61	13.10	23.46	26.83	23.81	27.16
Grade 5	2470.2	2538.2	2509.8	14.00	30.95	25.00	25.00	41.67	26.14	20.00	17.86	19.32	41.00	9.52	29.55
Grade 6	2544.3	2529.3	2552.8	20.95	13.54	13.48	37.14	39.58	57.30	27.62	27.08	17.98	14.29	19.79	11.24
All Grades	N/A	N/A	N/A	18.93	25.36	21.05	27.73	30.03	31.87	24.00	18.95	22.51	29.33	25.66	24.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.39	17.72	23.81	39.08	40.51	40.48	42.53	41.77	35.71
Grade 4	31.71	42.86	27.16	46.34	40.48	49.38	21.95	16.67	23.46
Grade 5	19.00	36.90	31.82	38.00	52.38	40.91	43.00	10.71	27.27
Grade 6	26.67	23.96	28.09	52.38	47.92	53.93	20.95	28.13	17.98
All Grades	23.80	30.32	27.78	44.12	45.48	46.20	32.09	24.20	26.02

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	21.84	11.39	14.46	40.23	34.18	54.22	37.93	54.43	31.33
<b>Grade 4</b>	24.39	28.92	18.52	46.34	46.99	51.85	29.27	24.10	29.63
<b>Grade 5</b>	22.00	41.46	32.95	41.00	46.34	42.05	37.00	12.20	25.00
<b>Grade 6</b>	27.62	18.75	20.22	47.62	54.17	65.17	24.76	27.08	14.61
<b>All Grades</b>	24.06	25.00	21.70	43.85	45.88	53.37	32.09	29.12	24.93

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.64	15.19	21.43	66.67	59.49	54.76	20.69	25.32	23.81
<b>Grade 4</b>	19.51	32.14	25.93	63.41	55.95	60.49	17.07	11.90	13.58
<b>Grade 5</b>	15.00	16.87	23.86	62.00	69.88	56.82	23.00	13.25	19.32
<b>Grade 6</b>	24.76	20.83	20.22	66.67	65.63	74.16	8.57	13.54	5.62
<b>All Grades</b>	18.18	21.35	22.81	64.71	62.87	61.70	17.11	15.79	15.50

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.79	18.99	20.24	52.87	36.71	41.67	33.33	44.30	38.10
<b>Grade 4</b>	14.63	34.52	19.75	65.85	50.00	53.09	19.51	15.48	27.16
<b>Grade 5</b>	17.00	36.14	22.73	42.00	54.22	52.27	41.00	9.64	25.00
<b>Grade 6</b>	32.38	31.25	31.46	53.33	47.92	55.06	14.29	20.83	13.48
<b>All Grades</b>	20.05	30.41	23.68	52.94	47.37	50.58	27.01	22.22	25.73

**Conclusions based on this data:**

1. Based on 2016-2017 and 2017-2018 data, the performance of fourth and fifth grades was especially strong overall.
2. Reading performance in third, fourth, and fifth grades generally was stronger than performance in other sub-areas.
3. According to 2017-2018 data there was an increase in the percentage of students who were above standard and a decrease in the percentage of students who were below standard in fourth and fifth grades.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	82	90	88	79	85	88	79	85	98.9	96.3	94.4
Grade 4	84	87	83	82	83	81	82	83	81	97.6	95.4	97.6
Grade 5	104	86	90	100	84	88	100	83	88	96.2	97.7	97.8
Grade 6	110	100	91	106	95	89	106	95	89	96.4	95	97.8
All Grades	387	355	354	376	341	343	376	340	343	97.2	96.1	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2421.1	2392.8	2414.3	17.05	10.13	10.59	26.14	21.52	30.59	28.41	22.78	29.41	28.41	45.57	29.41
Grade 4	2492.4	2494.5	2469.3	29.27	27.71	25.93	28.05	30.12	19.75	24.39	25.30	24.69	18.29	16.87	29.63
Grade 5	2480.5	2509.8	2491.9	12.00	24.10	19.32	18.00	21.69	13.64	32.00	26.51	30.68	38.00	27.71	36.36
Grade 6	2545.4	2540.2	2548.6	23.58	25.26	22.47	29.25	26.32	29.21	28.30	26.32	31.46	18.87	22.11	16.85
All Grades	N/A	N/A	N/A	20.21	22.06	19.53	25.27	25.00	23.32	28.46	25.29	29.15	26.06	27.65	27.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.89	17.72	24.71	31.03	21.52	34.12	39.08	60.76	41.18
Grade 4	46.34	38.55	33.33	21.95	34.94	27.16	31.71	26.51	39.51
Grade 5	21.00	35.37	23.86	28.00	20.73	29.55	51.00	43.90	46.59
Grade 6	32.08	37.89	30.34	37.74	35.79	42.70	30.19	26.32	26.97
All Grades	31.73	32.74	27.99	30.13	28.61	33.53	38.13	38.64	38.48

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.44	24.05	27.06	52.87	37.97	51.76	20.69	37.97	21.18
<b>Grade 4</b>	31.71	31.33	30.86	43.90	46.99	34.57	24.39	21.69	34.57
<b>Grade 5</b>	16.00	21.69	20.45	50.00	55.42	39.77	34.00	22.89	39.77
<b>Grade 6</b>	17.92	21.05	23.60	58.49	47.37	53.93	23.58	31.58	22.47
<b>All Grades</b>	22.40	24.41	25.36	51.73	47.06	45.19	25.87	28.53	29.45

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	19.54	11.39	16.47	50.57	35.44	50.59	29.89	53.16	32.94
<b>Grade 4</b>	32.93	34.94	24.69	36.59	40.96	35.80	30.49	24.10	39.51
<b>Grade 5</b>	15.00	23.17	18.18	41.00	53.66	39.77	44.00	23.17	42.05
<b>Grade 6</b>	24.53	26.32	26.97	49.06	43.16	49.44	26.42	30.53	23.60
<b>All Grades</b>	22.67	24.19	21.57	44.53	43.36	44.02	32.80	32.45	34.40

**Conclusions based on this data:**

1. Beginning in 2016-2017 third graders' mean scale score increases until the students completed sixth grade.
2. Looking at cohorts (same students) and overall results, one sees that students made growth each year.
3. Overall math scores in 2018-2019 reflect growth from the previous two years.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	*
All Grades							42	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*	*	*	*	*	*	*
All Grades	40.48	5.71	*	28.57	28.57	54.29	*	11.43	42	35

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	54.76	11.43	*	42.86	*	34.29	*	11.43	42	35

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2		*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	5.71	33.33	17.14	*	51.43	*	25.71	42	35

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	42.86	17.14	45.24	65.71	*	17.14	42	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	61.90	25.71	30.95	62.86	*	11.43	42	35	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	30.95	5.71	42.86	60.00	26.19	34.29	42	35	



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	11.43	66.67	68.57	*	20.00	42	35

**Conclusions based on this data:**

1. 17 percent of our English Learners scored at or above standard in ELA on the CAASPP as compared to 55 percent of all students.
2. 8 percent of our English Learners scored at or above standard in math on the CAASPP as compared to 44 percent of all students.
3. The percentage of English Learners scoring as Well Developed in the sub-areas of the ELPAC assessment (Listening, Speaking, Reading, Writing) decreased from 2017-2018 to 2018-2019.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>576</b>	<b>38.4</b>	<b>6.9</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	6.9
Foster Youth	3	0.5
Homeless	5	0.9
Socioeconomically Disadvantaged	221	38.4
Students with Disabilities	61	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	4	0.7
Asian	12	2.1
Filipino	6	1.0
Hispanic	252	43.8
Two or More Races	38	6.6
White	250	43.4

### Conclusions based on this data:





1. There was a slight drop in total enrollment and in each subgroup.
2. The population of students and Dunlap is changing; it is becoming more diverse.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Math is a weaker performance area as compared to ELA.
2. The school's suspension rate continues to be low.
3. There needs to be a focus on chronic absenteeism.

# School and Student Performance Data

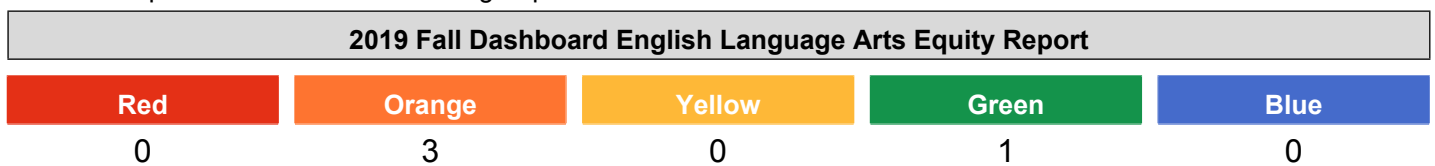
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.8 points above standard</p> <p>Maintained -0.1 points</p> <p>330</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>61.5 points below standard</p> <p>Declined Significantly -38.6 points</p> <p>18</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>28.5 points below standard</p> <p>Maintained -1.4 points</p> <p>122</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>66.2 points below standard</p> <p>Maintained -1 points</p> <p>40</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.9 points below standard Maintained ++0.4 points 128	 No Performance Color 17.4 points below standard Declined -12.3 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 15.1 points above standard Increased ++3 points 169

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Declined Significantly -41.9 points 16	Less than 11 Students - Data Not Displayed for Privacy 2	5.5 points above standard Maintained ++1.6 points 312

**Conclusions based on this data:**

- Hispanic students increased 12.6 points but are still below standard, especially when compared to other subgroups.

# School and Student Performance Data

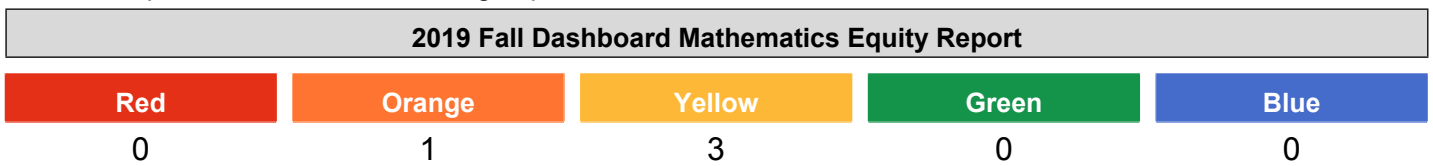
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>17.7 points below standard</p> <p>Maintained 0 points</p> <p>331</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>76 points below standard</p> <p>Declined -10.3 points</p> <p>18</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>44.8 points below standard</p> <p>Increased ++3.2 points</p> <p>123</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>87.5 points below standard</p> <p>Increased ++14.3 points</p> <p>40</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33 points below standard Maintained ++2.8 points 128	 No Performance Color 40.1 points below standard Declined -13.6 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.9 points below standard Maintained -0.3 points 170

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -4 points 16	Less than 11 Students - Data Not Displayed for Privacy 2	14.4 points below standard Maintained -0.3 points 313

**Conclusions based on this data:**

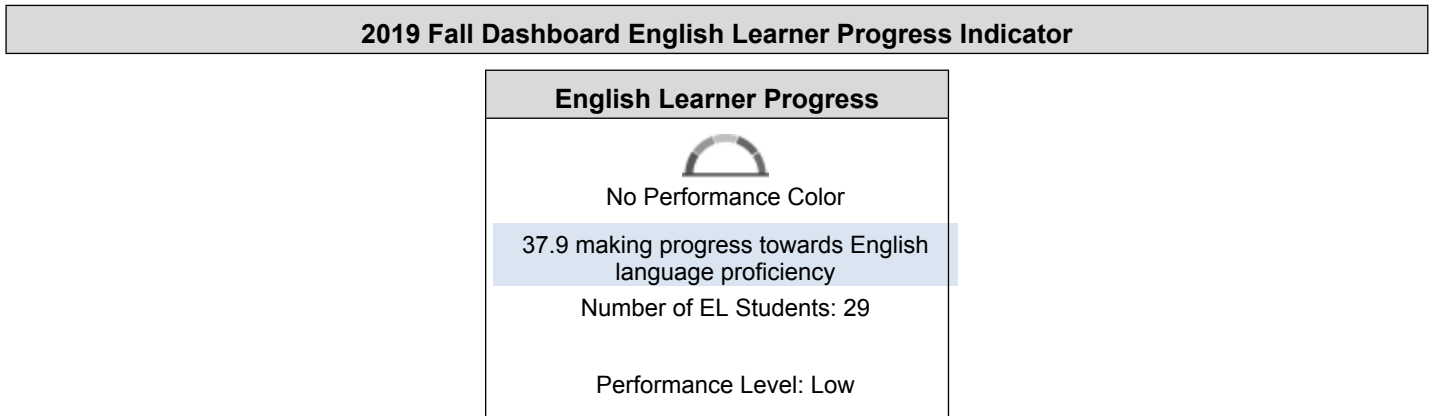
1. There is a significant difference between English Learners' performance and overall student performance.
2. Socioeconomically Disadvantaged students maintained math performance.
3. Overall, students are performing lower in math than in English Language Arts.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
27.5	34.4		37.9

**Conclusions based on this data:**

1. Over 60% of our English Learners are at Levels 3 or 4.



# School and Student Performance Data

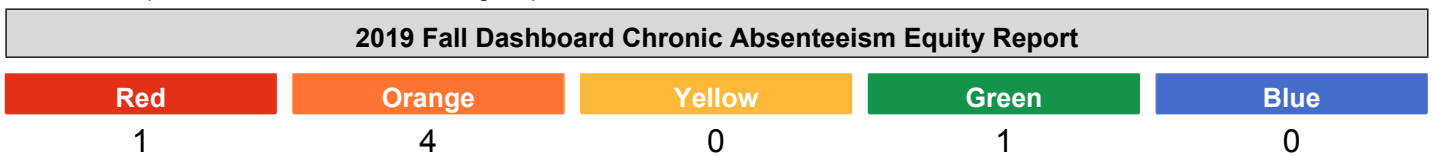
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>8.7</p> <p>Increased +1.9</p> <p>607</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>7.1</p> <p>Increased +2.6</p> <p>42</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>15.2</p> <p>Increased Significantly +4.4</p> <p>230</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>8.6</p> <p>Declined -4.1</p> <p>70</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.7 Increased +1.9 248	 Orange 18.6 Increased +6.4 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 6.5 Increased +1.6 291

**Conclusions based on this data:**

1. There was an increase of 1 percent in chronic absenteeism among all students.
2. The greatest increase in chronic absenteeism was with our students with two or more races.

# School and Student Performance Data

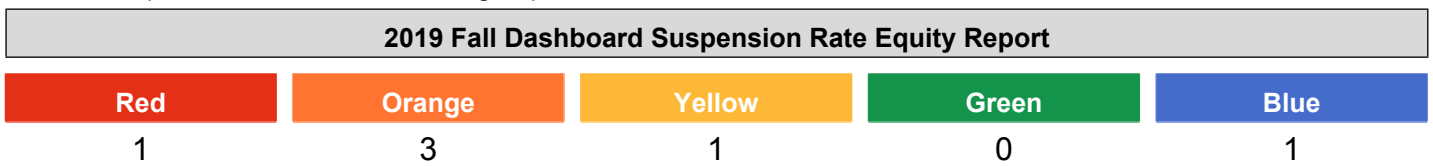
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

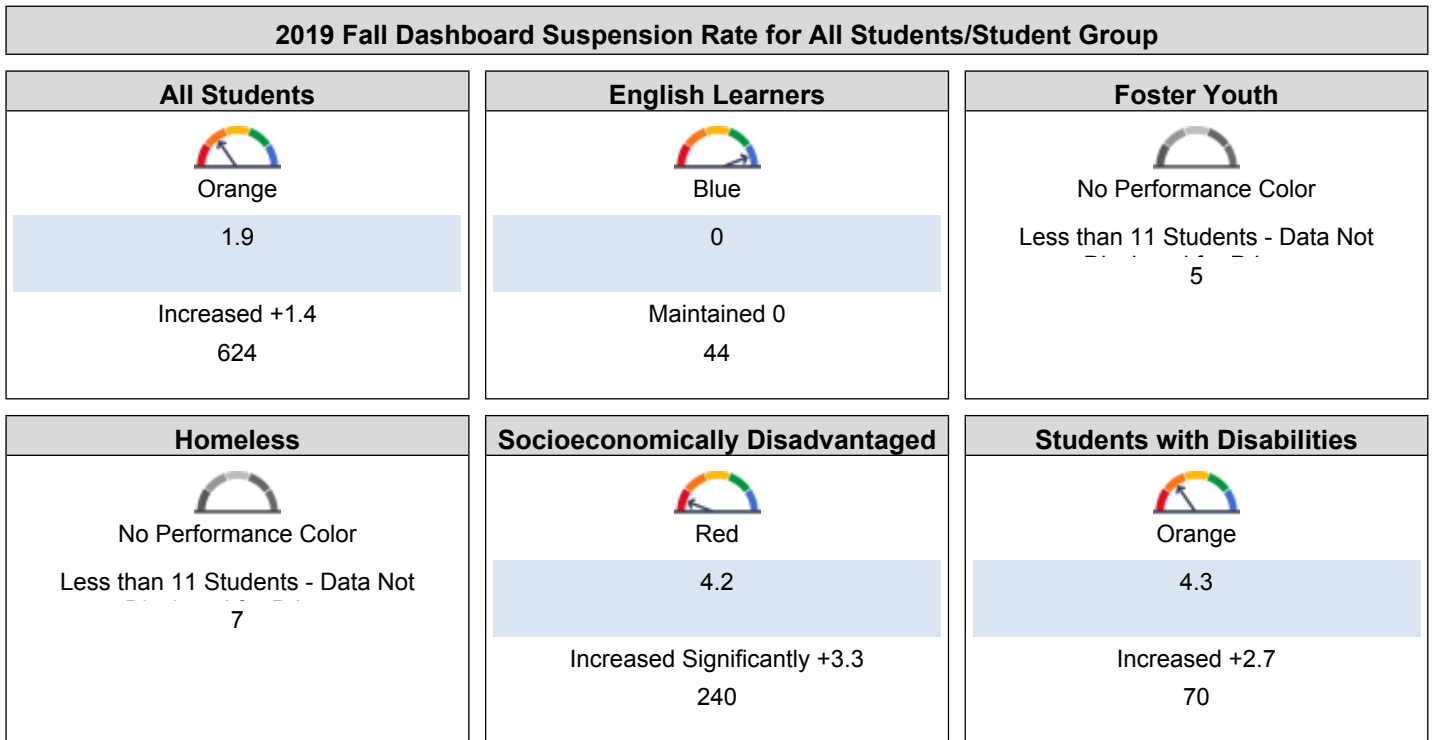
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2</div> Increased +1.6 256	 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2.3</div> Maintained +0.2 44	 No Performance Color Less than 11 Students - Data 1	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2</div> Increased +1.7 298

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	1.9

**Conclusions based on this data:**

1. The suspension rate has decreased each year since 2016.
2. The sub-group that had the most suspensions was Two or More Races -- there was an increase of 2% in that sub-group.
3. Males were suspended at a significantly higher rate (11) than females (1).

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts, with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Acadience	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level	Results from the Spring Acadience assessment show 37% of student at Core Instructional Level.
NWEA-MAP Grades 1 and 2 % students scoring "Hi Avg" and "Hi"	Increase the percentage of students scoring in the "Hi Avg" and "Hi" (1st-2nd grade) by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 1st Grade 42% 2nd Grade 51%	Results from Spring 2021 NWEA reading assessment: Grades 1-2 18% of students score HiAvg and Hi
CAASPP – ELA % Students met/ exceeded standard	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year All Students: 57% Low SES: 43% EL: 16% Students with Disabilities : 34%	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. Results from Spring 2021 NWEA reading assessment: Grades 1-6 13.9% Hi 22.5% HiAvg 25.4% Avg 19.1% LoAvg 18.9% Low

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning.	Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupport for lead PLC teachers	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupport for lead PLC teachers

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk students/students under consideration for a Student Success Team meeting will be discussed.</p>	<p>meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>	<p>(stipend) is provided by the district using LCFF-supplemental funds. None Specified District Funded</p>	<p>(stipend) is provided by the district using LCFF-supplemental funds. None Specified District Funded</p>
<p>Utilize Music, Physical Education (PE), and Arts Attack/Theater/Makerspace schedule to allow all teachers time to focus on improving Tier 1 instruction.</p>	<p>PLCs were held virtually once a week. One topic teachers discussed was Tier 1 instruction.</p>		<p>None Specified District Funded</p>
<p>Provide designated and Integrated English Language Development (ELD) instruction for English Learners everyday in the classroom.</p>	<p>English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>		<p>None Specified</p>
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 38,000</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,087</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and the grade level team (Tier 1 and 2)	remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs (Tier 1). The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year (Tier 2)		

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-6) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

The expenditure for hourly teachers came in slightly lower than anticipated because of the need to utilize hourly teachers as substitute teachers.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, students were grouped by reading performance level and SIPPS was taught school wide. The Heggerty phonemic awareness curriculum was incorporated into a two week "jump start" program for students entering kindergarten. And reading was an emphasis of a two-week "jump start" program for students entering seventh and eighth grades. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. The

SIPPS reading intervention program will continue as in previous years. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – Math % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5% each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 CAASPP mathematics testing was not administered. The district administered the NWEA math test in its place. For full NWEA results, see box below.
NWEA-MAP Grades 1 and 2 % students scoring "Hi" and "HiAvg"	The percentage of students scoring "Hi" or "HiAvg" (1st and 2nd grade) will increase by 5% as measured by NWEA Math Assessment Goal for Spring 2021: Grade 1 35% Grade 2 45%	Results from Spring 2021 NWEA mathematics assessment:  Grade 1 Hi and HiAvg: 31% Grade 2 Hi and HiAvg: 26% Grades 1-6 8.3% Hi 15.6% HiAvg 25.1% Avg 23.5% LoAvg 27.5% Low

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk	Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental funds. None Specified District Funded	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental funds. None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students/students under consideration for a Student Success Team meeting will be discussed.</p>	<p>second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>		
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income).</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6-8), with an emphasis on online components of the programs that were suited for distance and hybrid learning. District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students (Tier 1).</p> <p>Zearn and IXL proved to be valuable supplements to the district's math curriculum. Many teachers assigned work from Zearn or IXL and reported they gave students valuable practice and second helpings of instruction Tier 2).</p>	<p>Expenditures reported under Goal 1</p>	
<p>There will be a school-wide focus on improving Tier 1 instruction in math. This will include an emphasis in must-know math facts, concepts, and vocabulary through professional development, identification of specific</p>	<p>TOSAs continue to support classroom teachers with implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>facts and vocabulary to be prioritized in each grade level, and articulation between grade levels. Teachers will identify target skills and vocabulary to be taught each week of the school year and as possible will plan for integration of the skills and vocabulary into all curricular areas.</p>	<p>development sessions offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter. District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>		

**Analysis**

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

No expenditures listed.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering transitional kindergarten, kindergarten, seventh grade, and eighth grade. For the coming year, the district is emphasizing an

acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year. As for professional development, the district plans to have Douglass focus her support on grades 3, 4, and 5 this school year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

All students and student groups will demonstrate an increase in daily school attendance and a decrease in chronic absenteeism.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate	Attendance rates for all students and each identified subgroup will be improved to 97%.	Attendance for K-3 students was 89.8%. Attendance for 4-6 was 91.7%
Chronic absenteeism rate	Decrease chronic absenteeism by 2% for "All" students and each subgroup.	Chronic absenteeism came in at 8.92% overall.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Importance of student attendance highlighted in newsletters throughout the year and discussed at PTA, Student of the Month, and School Site Council meetings.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff provided additional help with technology devices and internet access, and coached students and parents on how to log in to virtual meetings.	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500	Attendance Incentives None Specified LCFF - Supplemental 0
Improve attendance rate and decrease chronic absenteeism for students through the School Attendance Review Board process.	The School Attendance Review Board (SARB) was not a viable option for schools in 2020-2021 because the District Attorney opted not to	Principal, Counselor, Office Assistant District Funded 0	Principal, Counselor, Office Assistant None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance.</p>		
<p>Community Liaison informs and educates parents about the importance of attendance. Translate materials into Spanish as needed. Check, Connect, Respect counselor/liaison works with students to increase individual student attendance.</p>	<p>Community Liaison was in contact with families to stress the importance of attendance and offer support to improve attendance. The Check, Connect, and Respect Program was discontinued due to a need to limit expenditures.</p>	<p>None Specified District Funded</p>	<p>None Specified District Funded</p>
<p>Encourage "perfect" attendance through trimester recognition and end-of-the-year Perfect Attendance No Days Absent (PANDA) awards.</p>	<p>Due to COVID our "perfect" attendance awards were canceled.</p>	<p>Materials for student incentives to encourage positive attendance 4000-4999: Books And Supplies Site Formula Funds 100</p>	<p>Materials for student incentives to encourage positive attendance 4000-4999: Books And Supplies Site Formula Funds 0</p>

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

Due to COVID (Distance Learning) our "perfect" attendance awards were canceled.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

Parents and students will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>	<p>In October 2021, students and parents were surveyed on the level of caring they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (77%), notice when they are not there (71%), listen to them when they have something to say (65%), are there for them when they have a problem or concern (79%), and believe they will be a success (87%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (78%), teachers communicate with parents about what students are expected to learn (79%), parents feel welcome to be involved in the school (59%), there is someone at school to talk to about a problem or concern (83%), and school staff take parent concerns seriously (73%).</p>

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The school will focus on relationships and social/emotional learning. Teachers will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in</p>	<p>Teachers prioritized teacher-student relationships throughout the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and</p>	<p>Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the</p>	<p>Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>social/emotional learning will be planned for Monday mornings. Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p>	<p>first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded</p>	<p>first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded</p>
<p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse.</p>	<p>Provide childcare and translators for parent meetings District Funded</p>	<p>None Specified District Funded</p>

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No expenditures listed.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/ Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support. As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support.</p> <p>The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school out of necessity needed to devote much more of its focus to compliance with COVID19 health guidelines. When in-person instruction resumed on campus, more attention needed to be paid to cohorting, physical distancing, and mask wearing than the school's pre-pandemic behavioral matrix. pre-</p>	<p>Incentives for PBIS 4000-4999: Books And Supplies Site Formula Funds 1000</p>	<p>Incentives for PBIS rewards 4000-4999: Books And Supplies Site Formula Funds 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Office Discipline Referrals (ODRs) to monitor trends and needs. As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, and the library makerspace.</p>	<p>pandemic behavioral matrix. For the most part student clubs and organizations also went on hiatus. The adviser of the Student Council did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>	<p>As mentioned in the response for Goal 4, teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

The PBIS system went on hiatus in 2020-2021. Funds were not utilized for PBIS incentives. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school out of necessity needed to devote much more of its focus to compliance with COVID19 health guidelines

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data.	Grade K: Percentage of students meeting proficiency as reported by Spring 2021 Acadience data: 36% Kindergarten At or Above Benchmark for Reading Composite Score.	Goal for Spring 2022 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.
Grades 1-6: Percentage of students scoring "Hi Avg" or "Hi" as measured by NWEA Reading Assessment.	Grades 1-6: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2021 NWEA Reading Assessment. 32% First Grade 36% Second Grade 36% Third Grade 36% Fourth Grade 32% Fifth Grade 46% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2022: 37% First Grade 41% Second Grade 41% Third Grade 41% Fourth Grade 37% Fifth Grade 51% Sixth Grade

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult to student ratio during core E/LA Instructional time. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2021-22 school year: academic vocabulary, citing evidence in writing, and close reading.)

### Students to be Served by this Strategy/Activity

All Students, Title 1 Students, English Learners, Students with disabilities

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits/District Funded
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental curriculum materials, technology, and STAR reading assessment

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC / Progress Monitoring

School Plan for Student Achievement (SPSA) Page 5 of 20 SPSA Template Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time/ District Funded
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program.



(Tier 1 and 2)

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.

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

English Learners, Foster Youth, Low Income

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principal, Teachers, Staff, Students

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	32660
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Kindergarten: Percentage of students meeting proficiency as reported by Spring 2022 ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data:	80% percent of students in Kindergarten will be proficient in "counting on from a given number" using ESGI data:
Grades 1-6: Percentage of students meeting or exceeding standard as reported by Spring 2022 NWEA data.	Grades 1-6: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2021 NWEA Math Assessment. 31% First Grade 26% Second Grade 17% Third Grade 17% Fourth Grade 13% Fifth Grade 41% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2022: 36% First Grade 31% Second Grade 22% Third Grade 22% Fourth Grade 18% Fifth Grade 46% Sixth Grade

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult to student ratio during Core Math Instructional time. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grade 6. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness".(An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)

### Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, sTOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Math club and math bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

**B. PLC/Progress Monitoring**  
 Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide time for PLC meetings/district funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings Expenditure Listed on Goal #1

## Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grade 6) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention and Support/District Funded
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and a decrease in chronic absenteeism.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere that addresses the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate	Attendance for all students for 2021: 2020-2021: 96%	Attendance rates for all students and each identified subgroup will be improved to 97%.
Chronic absenteeism rate	Chronic Absenteeism Rate 2020-2021:  All Students: 8.92% English Learner: 19.05% Low Income: 12.5% Foster Youth 50%	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2021-2022 Chronic Absenteeism Rate:  All Students: 6.92% English Learner: 17.05% Low Income: 10.5% 48%: Foster Youth

### Planned Strategies/Activities

## Strategy/Activity 1

### A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff, Parents, Students

### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

## Strategy/Activity 2

### B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff, Parents

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students..

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2021 Student Survey October 2021 Parent Survey	October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who... *really cares about them (77%) *notice when they are not there(71%) *listen to them when they have something to say (65%) *are there for them when they have a problem or concern (84%), *believe they will be a success (78%).  October 2021 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that... *school staff communicate with parents about what is happening at school (78%) *teachers communicate with parents about what students are expected to learn (79%)	Increase by 5 % the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who... *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success  Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff communicate with parents about what is happening at the school

Metric/Indicator	Baseline	Expected Outcome
	*parents feel welcome to be involved in the school (59%) *there is someone at school to talk to about a problem or concern (83%) *school staff take parent concerns seriously (73%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Provide services such as childcare and alternate meeting location (including virtual options) when needed. Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested. Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaisons, Office Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum for weekly lessons

### Strategy/Activity 2

B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/ Expulsion Rate	2019-2020 Suspension 2.2% All Students 0% African American 0% American Indian/Alaska Native 0% Asian 23%% Hispanic/Latino 69% White 0% Two or more races 8% English Learners 77% Socioeconomically Disadvantaged % Foster Youth/ Homeless Youth 31% Special Education  2019-2020 Expulsion Rate 0%	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during

classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, and the Yearbook Club. Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program). Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	37,360.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	\$36,860	0.00
Site Formula Funds	500	0.00
Other	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	36,860.00
Site Formula Funds	500.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,160.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	4,200.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	33,160.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,700.00
4000-4999: Books And Supplies	Site Formula Funds	500.00

# School Site Council Membership

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

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

Name of Members	Role
Joe Schmidt	Principal
Alicia Johnson	Classroom Teacher
Erica Phillips	Classroom Teacher
Dana Borsch	Other School Staff
Shelley Robertson	Other School Staff
Melissa Johnson	Parent or Community Member
Tara Hendricks	Parent or Community Member
Barbara Sandoval	Parent or Community Member
Sara Alter	Parent or Community Member
Jordan Reece	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2020.

Attested:

Principal, Joe Schmidt on 11/30/2020

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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



## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Lakeview Junior High School
<b>Address</b>	3700 Orcutt Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045751
<b>Principal</b>	Jonathan Dollahite
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 20, 2021

**Schoolsite Council (SSC) Approval Date**

November 17, 2021

**Local Board Approval Date**

December 15, 2021

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Stakeholder Involvement ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - Student Population ..... 15
  - Overall Performance ..... 17
  - Academic Performance ..... 18
  - Academic Engagement ..... 23
  - Conditions & Climate..... 25
- Annual Review and Update ..... 27
  - Goal 1 ..... 27
  - Goal 2..... 32
  - Goal 3..... 35
  - Goal 4..... 38
  - Goal 5..... 41
- Goals, Strategies, & Proposed Expenditures ..... 43
  - Goal 1 ..... 43
  - Goal 2..... 48
  - Goal 3..... 51
  - Goal 4..... 55
  - Goal 5..... 58
- Budget Summary and Consolidation ..... 61
  - Budget Summary ..... 61
  - Allocations by Funding Source..... 61
  - Expenditures by Funding Source ..... 62
  - Expenditures by Budget Reference ..... 63
  - Expenditures by Budget Reference and Funding Source ..... 64
- School Site Council Membership ..... 65
- Recommendations and Assurances ..... 66
- Addendum..... 67
  - Instructions: Linked Table of Contents ..... 67

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....70  
Appendix B: Select State and Federal Programs.....72

# School Vision and Mission

The vision statement for Lakeview Junior High School reflects the feelings and spirit of our school:

Our vision is all students at Lakeview Junior High will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

Our Mission/Vision Defined is based on four words: Dream, Believe, Act and Achieve

Lakeview staff believe all students can achieve if students act on their Dreams, they have someone to Believe in them, and they Believe in themselves. To ensure this is possible, the staff at Lakeview will:

- Provide a safe and welcoming environment for all students and staff
- Address the needs of the whole child, academically, socially, emotionally, and physically to produce life-long learners.
- Build a strong connection to school for all students through our Dream, Believe, Act and Achieve Days, College T-shirt days, and emphasis on school spirit
- Adapt instructional practices to meet the changing needs of all students through the use of technology, collaboration, and targeted intervention.

## School Profile

The Orcutt Union School District's Mission is as follows: "Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world."

Lakeview is located in the northern region of Santa Barbara County and serves students in grades seven and eight following a traditional calendar. In 2021-22, the school's overall ethnic make-up is as follows: 62% Hispanic, 0.64% American Indian/Alaskan Native, 1% Asian, 0.64% Filipino, 0.85% Black/African American, 25.8% White, 7.26% Two or More Races, and 0.64 % other groups.

For the 2021-2022 school year, 468 students are enrolled including 8.97% classified as English Language Learners, 9.4% in students with disabilities, and 26.92% socioeconomically disadvantaged.

English Language Learners: English Learners represent a small, but significant percentage of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Students with Disabilities: Students with Disabilities represent a small, but significant percentage of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program.

Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed by school stakeholders on the following dates:

Tuesday, September 28, 2021 (Lakeview School Leadership Team)

Friday, October 1, 2021 (Lakeview Staff)

Wednesday, October 6, 2021 (ELAC)

Wednesday, November 17, 2021 (School Site Council)

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Lakeview Junior High School Site Council met on November 17, 2021, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on November 17, 2021.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.55%	0.6%	0.8%	3	3	4
African American	1.47%	0.6%	0.4%	8	3	2
Asian	1.47%	1.81%	2.0%	8	9	10
Filipino	2.75%	1.21%	0.6%	15	6	3
Hispanic/Latino	60%	58.27%	57.7%	327	289	284
Pacific Islander	0.18%	0.4%	0.2%	1	2	1
White	27.16%	30.24%	30.5%	148	150	150
Multiple/No Response	%	0.81%	6.1%		30	30
<b>Total Enrollment</b>				545	496	492

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	273	223	261
Grade 8	272	273	231
<b>Total Enrollment</b>	545	496	492

### Conclusions based on this data:

1. Total student enrollment declined from 2017-2018 to 2018-2019 by almost 50 students.
2. Hispanic/Latino subgroup enrollments have declined by a small margin from 2017-18 to 2018-19.
3. Enrollment in the White subgroup has increased by 3%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	64	52	49	11.7%	10.5%	10.0%
Fluent English Proficient (FEP)	59	62	69	10.8%	12.5%	14.0%
Reclassified Fluent English Proficient (RFEP)	2	7	17	3.0%	10.9%	32.7%

### Conclusions based on this data:

1. The number and percentage of English Learners continues to decline at a slow rate.
2. The number and percentage of FEP students continue to rise.
3. The number and percentage of RFEP students has increased significantly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	266	263	265	262	261	260	262	261	260	98.5	99.2	98.1
Grade 8	235	268	267	234	264	264	234	264	264	99.6	98.5	98.9
All Grades	501	531	532	496	525	524	496	525	524	99	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2539.4	2546.5	2557.0	11.45	10.34	16.15	34.35	39.08	40.00	28.24	29.12	24.62	25.95	21.46	19.23
Grade 8	2556.4	2556.5	2554.4	11.97	13.26	9.09	34.62	34.09	39.02	30.77	26.14	28.03	22.65	26.52	23.86
All Grades	N/A	N/A	N/A	11.69	11.81	12.60	34.48	36.57	39.50	29.44	27.62	26.34	24.40	24.00	21.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	20.99	21.84	24.23	46.95	48.66	49.62	32.06	29.50	26.15
Grade 8	24.36	21.97	22.52	42.74	42.80	44.27	32.91	35.23	33.21
All Grades	22.58	21.90	23.37	44.96	45.71	46.93	32.46	32.38	29.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.90	22.99	31.15	52.67	58.62	50.77	24.43	18.39	18.08
Grade 8	21.37	20.83	16.73	54.70	49.62	62.36	23.93	29.55	20.91
All Grades	22.18	21.90	23.90	53.63	54.10	56.60	24.19	24.00	19.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	11.07	9.96	13.46	65.65	67.43	67.69	23.28	22.61	18.85
Grade 8	12.39	12.50	11.41	73.50	68.18	74.52	14.10	19.32	14.07
All Grades	11.69	11.24	12.43	69.35	67.81	71.13	18.95	20.95	16.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.14	25.67	25.00	52.67	54.02	55.77	25.19	20.31	19.23
Grade 8	22.65	25.76	20.23	52.14	48.11	53.44	25.21	26.14	26.34
All Grades	22.38	25.71	22.61	52.42	51.05	54.60	25.20	23.24	22.80

**Conclusions based on this data:**

1. Within overall English/Language Arts scores, the percentage of seventh graders who exceeded standard rose by 5.5% Meanwhile, the percentage of eighth graders who exceeded standard declined by approximately 4%.
2. The percentage of seventh and eighth graders who did not meet standard declined from 2017-2018 to 2018-2019. That said, Lakeview has identified a need to address the number of students who are not meeting standards in English/Language Arts.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	266	263	265	262	261	261	262	261	261	98.5	99.2	98.5
Grade 8	235	267	267	234	263	263	234	263	263	99.6	98.5	98.5
All Grades	501	530	532	496	524	524	496	524	524	99	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2523.7	2530.9	2532.6	12.98	11.49	15.71	17.18	28.35	21.46	36.64	31.80	34.10	33.21	28.35	28.74
Grade 8	2570.5	2566.4	2555.4	20.94	22.43	19.39	24.79	23.57	22.43	31.20	26.62	27.76	23.08	27.38	30.42
All Grades	N/A	N/A	N/A	16.73	16.98	17.56	20.77	25.95	21.95	34.07	29.20	30.92	28.43	27.86	29.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	17.56	24.90	24.52	39.31	33.33	33.33	43.13	41.76	42.15
Grade 8	29.49	32.32	26.62	41.03	34.22	36.12	29.49	33.46	37.26
All Grades	23.19	28.63	25.57	40.12	33.78	34.73	36.69	37.60	39.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	13.74	13.79	18.39	48.09	53.26	47.13	38.17	32.95	34.48
Grade 8	19.66	20.15	20.53	50.43	53.61	49.43	29.91	26.24	30.04
All Grades	16.53	16.98	19.47	49.19	53.44	48.28	34.27	29.58	32.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.12	15.71	18.39	60.69	62.07	58.62	25.19	22.22	22.99
Grade 8	29.91	25.48	22.43	50.43	50.57	53.23	19.66	23.95	24.33
All Grades	21.57	20.61	20.42	55.85	56.30	55.92	22.58	23.09	23.66

**Conclusions based on this data:**

1. The overall percentage of seventh and eighth graders not meeting standard in Mathematics rose to approximately 63% and 58% respectively.
2. The overall percentage of seventh graders who exceeded or met standard in Mathematics rose from 2017-2018 to 2018-19.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1545.2	1564.5	1530.3	1569.5	1559.7	1559.1	29	30
Grade 8	1542.4	1563.7	1524.9	1553.5	1559.4	1573.4	33	33
All Grades							62	63

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	44.83	43.33	*	23.33	*	26.67	*	6.67	29	30
8	*	27.27	54.55	42.42	*	21.21	*	9.09	33	33
All Grades	37.10	34.92	45.16	33.33	*	23.81	*	7.94	62	63

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	55.17	53.33	*	26.67	*	10.00	*	10.00	29	30
8	36.36	45.45	54.55	36.36	*	12.12	*	6.06	33	33
All Grades	45.16	49.21	41.94	31.75	*	11.11	*	7.94	62	63

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	37.93	13.33	*	43.33	*	33.33	*	10.00	29	30
8	39.39	27.27	*	27.27	*	33.33	*	12.12	33	33
All Grades	38.71	20.63	24.19	34.92	22.58	33.33	*	11.11	62	63

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	58.62	16.67	37.93	70.00	*	13.33	29	30
8	33.33	24.24	60.61	60.61	*	15.15	33	33
All Grades	45.16	20.63	50.00	65.08	*	14.29	62	63

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	62.07	73.33	*	23.33	*	3.33	29	30
8	51.52	60.61	45.45	24.24	*	15.15	33	33
All Grades	56.45	66.67	40.32	23.81	*	9.52	62	63

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	37.93	16.67	*	50.00	37.93	33.33	29	30
8	39.39	30.30	*	36.36	36.36	33.33	33	33
All Grades	38.71	23.81	24.19	42.86	37.10	33.33	62	63

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	10.00	55.17	86.67	*	3.33	29	30
8	33.33	3.03	63.64	93.94	*	3.03	33	33
All Grades	33.87	6.35	59.68	90.48	*	3.17	62	63

**Conclusions based on this data:**

1. Our English Learners are performing well in the Oral Language domain.
2. Our English Learners continue to struggle in the Reading domain.
3. Overall, we have a high percentage of English Learners who have attained Levels 3 and 4 on the ELPAC.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>496</b>	<b>49.0</b>	<b>10.5</b>	<b>1.8</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	10.5
Foster Youth	9	1.8
Homeless	2	0.4
Socioeconomically Disadvantaged	243	49.0
Students with Disabilities	53	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	3	0.6
Asian	9	1.8
Filipino	6	1.2
Hispanic	289	58.3
Two or More Races	30	6.0
Pacific Islander	2	0.4
White	150	30.2

### Conclusions based on this data:

1. The total number of students at Lakeview continues to decline.
2. There has been an increase in students qualifying as Socioeconomically Disadvantaged at Lakeview due to additional families qualifying for free/reduced lunch.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. English Language Arts performance (6.6 points below standard) was lower than the district's performance (1.4 below standard) (orange on dashboard).
2. Math performance (24.4 points below standard) was lower than the district's performance (18.2 points below standard).
3. More students were chronically absent (9.2%) as compared with the district (8.4%).

# School and Student Performance Data

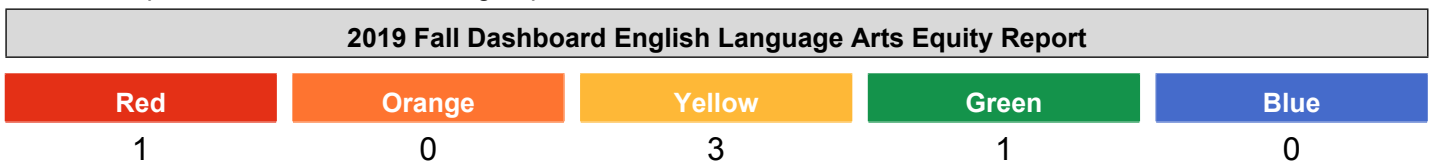
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>2 points below standard</p> <p>Increased ++4.6 points</p> <p>506</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>16.3 points below standard</p> <p>Increased Significantly ++25.3 points</p> <p>95</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>19.3 points below standard</p> <p>Increased ++4.6 points</p> <p>263</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>107.4 points below standard</p> <p>Declined Significantly -18.6 points</p> <p>46</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 51.1 points above standard Increased Significantly ++24.4 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.3 points below standard Increased ++7.8 points 305	 No Performance Color 14.3 points below standard Declined Significantly -30.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 18.2 points above standard Increased ++7.4 points 136

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
56.8 points below standard Increased Significantly ++23.3 points 54	37 points above standard Increased ++12.1 points 41	0.4 points below standard Maintained ++1.9 points 388

**Conclusions based on this data:**

- In the area of English Language Arts, increases in growth were demonstrated by the Socioeconomically Disadvantaged subgroup (4.6 point increase). However, Students with Disabilities declined significantly (18.6 point decrease).
- In the area of English Language Arts, one group showed dramatic growth overall: English Learners, who increased 25.3 points (went to yellow on dashboard).

# School and Student Performance Data

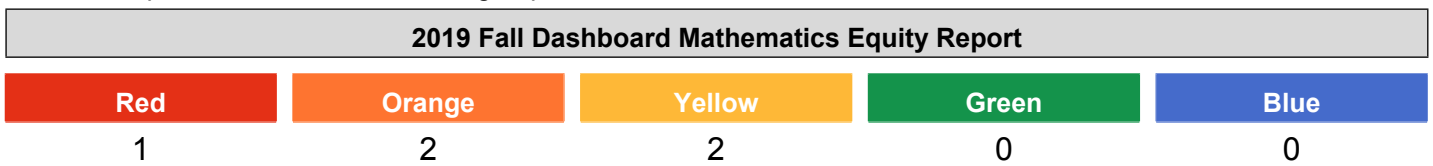
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 30.2 points below standard Declined -5.7 points 506	<p><b>English Learners</b></p> Yellow 40.6 points below standard Increased Significantly ++17.6 points 96	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Orange 50.4 points below standard Declined -4.6 points 264	<p><b>Students with Disabilities</b></p> Red 155.9 points below standard Declined Significantly -16.7 points 46

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 49.1 points above standard Increased Significantly ++16.8 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45 points below standard Maintained -2.1 points 305	 No Performance Color 52.3 points below standard Declined Significantly -35.1 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.4 points below standard Declined -5.4 points 136

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Increased ++7.3 points 55	21.1 points above standard Increased Significantly ++17.8 points 41	30.3 points below standard Declined -8.3 points 387

#### Conclusions based on this data:

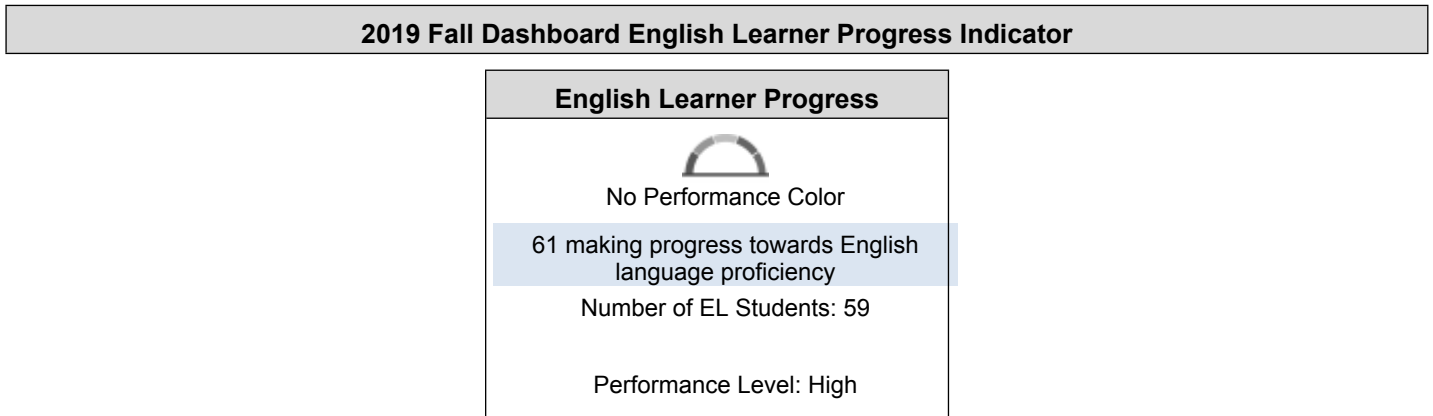
- In the area of Mathematics, most subgroups saw their performance decline.
- In the area of Mathematics, one group showed dramatic growth overall: English Learners increased 17.6 points (went to yellow on dashboard).

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.8	27.1	20.3	40.6

### Conclusions based on this data:

1. A majority of English Learners (60.9%) maintained at Level 4 or progressed at least one level.
2. Approximately 11.8% of English Learners decreased a level. This needs to be addressed through a focus on English Language Development.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>13.8</p> <p>Increased Significantly +4.6</p> <p>565</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>12.3</p> <p>Increased +5.3</p> <p>73</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>35.7</p> <p>14</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>17.5</p> <p>Increased Significantly +5.2</p> <p>308</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>21.1</p> <p>Increased +5.5</p> <p>57</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 6.7 Increased +6.7 15
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1 Increased Significantly +4.5 340	 Yellow 13.2 Declined -0.7 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 15.2 Increased Significantly +6 151

**Conclusions based on this data:**

1. Of the student groups, foster youth have the highest rate of chronic absenteeism (35.7%). This is a small group (14 students) but its absenteeism problems need to be addressed.
2. The only subgroup to decline in chronic absenteeism was Two or More Races, which went down 0.7%.
3. All students remains red on the dashboard with a 4.6% increase in the number of students chronically absent.

# School and Student Performance Data

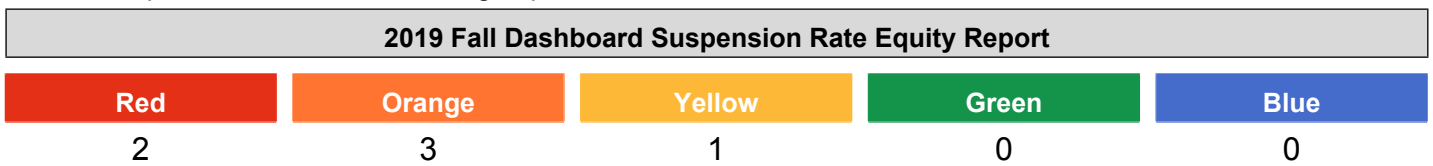
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.4</p> <p>Increased +1.4</p> <p>574</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>10.8</p> <p>Declined -5.9</p> <p>74</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>40</p> <p>15</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>11.6</p> <p>Increased +2</p> <p>310</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>20.7</p> <p>Increased +2.9</p> <p>58</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 8	 No Performance Color 0 Declined -4.8 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Maintained +0.1 346	 Red 18.4 Increased +10.5 38	 No Performance Color Less than 11 Students - Data 1	 Orange 9.2 Increased +3.1 153

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8	9.4

**Conclusions based on this data:**

1. The All Students group increased slightly in its suspension rate (1.4% increase).
2. Students with Disabilities have a red rating for suspension rate (20.7% suspension rate). This needs to be addressed in 2021-2022.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5 points each year in the area of E/LA as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. For full NWEA results, see box below.
NWEA-MAP Grades 7 and 8 % students scoring "3" and "4"	The percentage of students scoring "3" or "4" (7th and 8th grade) will increase by 5% as measured by NWEA Reading Assessment (goal for Spring 2021: 66% for 7th grade and 59% for 8th grade)	Results from Spring 2021 NWEA reading assessment: Grades 7-8 20.32% - 4 42.73% - 3 22.63% - 2 14.32% - 1

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>Lakeview teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs.</p> <p>TOSAs continued to assist teachers at the TOSAs' assigned school sites and in the TOSAs' areas of focus. Additionally, the TOSAs planned voluntary professional development</p>	<p>This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds. None Specified District Funded 0</p>	<p>Weekly PLC, PLC lead teachers None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>appropriately, and to maintain a high level of rigor.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)</p> <p>TOSAs will support teachers with professional development. Topics will include both district curriculum and virtual/online applications. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common</p>	<p>sessions each Monday afternoon. Topics ranged from techniques for teaching virtually to online components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter.</p> <p>English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in E/LA.</p>			
<p>Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.</p>	<p>Due to COVID-19 restrictions, teachers did not attend conferences or workshops. The district provided virtual weekly professional development.</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,200</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Continue to utilize NewsELA for initial English/Language Arts instruction and the Reading Plus software program for targeted reading intervention for students performing below grade level</p>	<p>NewsELA and Reading Plus programs were utilized for reading intervention,</p>	<p>Release time and workshops focused in improving reading with at risk students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 2,500</p> <p>Reading Plus software/licenses and training 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 10,652</p>	<p>Release time and workshops focused in improving reading with at risk students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 0</p> <p>Reading Plus software/licenses and training 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 10,652</p>
		<p>Headphones and incentives to support Reading Plus, which is utilized by students in the support class for student who need to "level up". 4000-4999: Books And Supplies Site Formula Funds 1,000</p>	<p>Headphones and incentives to support Reading Plus, which is utilized by students in the support class for student who need to "level up". 4000-4999: Books And Supplies Site Formula Funds 1,000</p>
		<p>NewsELA software licenses and training</p>	<p>NewsELA software licenses and training</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 3,000	4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 3,000
		Supplemental materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 5,465	Supplemental materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 5,465
Target academic vocabulary and sentence and language frame usage across the curriculum. Focus on increasing literacy across subject areas by utilizing materials (text and tech) as well as release time.	Purchase of Instructional materials, novels, and supplies that support increased literacy	Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 3,000	Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 3,630
		Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1,000	Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0
Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.	Homework Club and Computer Lab will be proctored by a credentialed teacher during blended learning.	Homework Club and Computer Lab will be overseen by a credentialed teacher. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,100	Homework Club and Computer Lab will be proctored by a credentialed teacher. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,200
Identified students who scored in the "Not Met Standard" on the CAASPP, had Teacher recommendation, and/or scored in Level 1 or Level 2 on the Winter 2020 NWEA Reading Test will be recommended for placement in ELA support/shadow class for the school year. The support class will address	Double classes provided for identified students with academic needs Additional support staff offered in the evenings during distance learning.	Increase number of classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0	Double classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>learning deficits to increase proficiency in ELA.</p> <p>Additional support staff will be made available for these classes.</p>			

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. English Support/reading intervention was a struggle in an online format. Anecdotally, teachers and parents reported that students struggled with the online instruction. The sticking point for intervention and for Imagine Learning for English Learners was student participation. Some students had difficulty attending regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 7-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizeable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

Due to the COVID-19 pandemic proposed and estimated actual expenditures were different.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. Reading was an emphasis of a two-week "jump start" program for students entering seventh and eighth grades. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	In 2020-2021, Lakeview had a total of 14 suspensions with 13 total students being suspended. Rates for students and each subgroup decreased from 2019-2020.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Meaningful Relationships:</p> <p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.</p> <p>Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will provide a caring approach to guiding students.</p> <p>As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including</p>	<p>Meaningful Relationships:</p> <p>At the outset of the school year during distance learning, teachers focused on establishing relationships and rapport with students. The distance/blended learning schedule were structured so teachers have time to be available for students who desire one-on-one support.</p> <p>Teacher-student relationships focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school provided a caring approach to guiding students.</p> <p>Where possible, Lakeview prepared students for real-world experiences. Our approach for behavioral guidance was well rounded, including incentives for good</p>	<p>Assemblies, rewards, Breakfast Club, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Develop a student intervention team in addition to the SST team that includes the Jr. High counselor, RSP teacher, school psychologist, assistant principal, and principal. 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Assemblies, rewards, breakfast club, student of the month, student recognition program, honor roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 0</p> <p>Developed a student intervention team in addition to the SST team that includes the Jr. High counselor, RSP teacher, school psychologist, assistant principal, and principal. 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
incentives for good citizenship and/or academic achievement.	citizenship and/or academic achievement.		
As possible during distance learning and ultimately blended learning, Lakeview will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations.	During distance learning and ultimately blended learning, Lakeview continued implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school continued to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations.	Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 1000	Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 0
As possible during COVID-19, an afterschool detention will serve as another step prior to on- or off-campus suspension of students. Students will bring and complete practice and other schoolwork in detention. The intent of this detention period is to provide students a restorative time to reflect on the behavior resulting in the detention and ultimately deter students from severe behavior resulting in suspension.	Due to COVID-19, after school detention was not offered	Detention will be run after school four times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,200	Due to COVID-19, after school detention was not offered. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
Attend conference or bring in a speaker who can provide strategies focused on working with at-risk students. The goal would be to tie this to Lakeview's PBIS initiative.	Due to COVID-19, attending conferences or bringing in a speaker was not possible.	Conference focused on working with at-risk youth 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,500  Release time for teachers to attend	Due to COVID-19 restrictions, teachers did not attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0  Due to COVID-19 restrictions, teachers did

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		conference 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,500	not attend conferences. 1000-1999: Certificated Personnel Salaries Site Formula Funds 0

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

Due to the global COVID-19 pandemic, estimated actual expenditures were different than proposed expenditures because activities/strategies were not able to be implemented.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – Math % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 CAASPP mathematics testing was not administered. The district administered the NWEA math test in its place. For full NWEA results, see box below.
NWEA-MAP Grades 7 and 8 % students scoring "3" and "4"	The percentage of students scoring "3" or "4" (7th and 8th grade) will increase by 5% as measured by NWEA Mathematics Assessment (goal for Spring 2020: 60% for 7th grade and 60% for 8th grade)	Results from Spring 2021 NWEA mathematics assessment: Grades 7-8 14.32% - Level 4 18.31% - Level 3 38.73% - Level 2 28.64% - Level 1

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Through established Professional Learning Communities (PLC):</p> <ul style="list-style-type: none"> <li>PLC teams will identify essential common core standards</li> <li>PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards.</li> <li>PLC Teams will regularly meet to review and develop</li> </ul>	<p>Through established Professional Learning Communities (PLC):</p> <ul style="list-style-type: none"> <li>PLC teams identified essential common core standards</li> <li>PLC Teams established common instruction and common assessments in Math geared to the essential California State Standards.</li> <li>PLC Teams regularly met to review and develop</li> </ul>	<p>This will occur during weekly late start PLC time as well as the staff development days. None Specified District Funded 0</p>	<p>Weekly PLC and PLC lead teachers None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>instruction and lessons in Math</p> <ul style="list-style-type: none"> <li>• PLC Teams will regularly meet to evaluate student progress.</li> </ul> <p>PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.</p>	<p>instruction and lessons in Math</p> <ul style="list-style-type: none"> <li>• PLC Teams regularly met to evaluate student progress.</li> </ul> <p>PLC teams utilized the Go Formative online program for developing and administering common formative assessments.</p>		
<p>Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.</p>	<p>Teachers sought to participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.</p>	<p>Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,000</p>	<p>Conferences, inservices, release time for articulation and teacher observations. Due to COVID-19 restrictions, teachers did not attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
		<p>Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>	<p>Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>
<p>Increased educational opportunities will be provided: Before/afterschool math tutoring with one of our certificated teachers throughout the school year.</p>	<p>Due to pandemic, increasing educational opportunities (Before/afterschool math tutoring with one of our certificated teachers throughout the school year) was not possible</p>	<p>Before/Afterschool Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000</p>	<p>Before/After School Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
		<p>Teacher to provide computer lab time before/after school 1000-1999: Certificated Personnel Salaries Other 5098</p>	<p>Teacher to provide computer lab time before/after school 1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Continue implementation of IXL online program for math intervention</p>	<p>Implementation of IXL online program for math intervention</p>	<p>Software Licenses to aid intervention 4000-4999:</p>	<p>IXL software licenses 4000-4999: Books And</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies LCFF - Supplemental 6,300	Supplies LCFF - Supplemental 3,658

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Go Formative and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (CPM) is designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 7-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

Due to the global COVID-19 pandemic, estimated actual expenditures were different than proposed expenditures because activities/strategies were not able to be implemented.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. Math skills also were highlighted in two-week "jump start" programs for students entering seventh grade and eighth grade. For this school year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey Parent Survey	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.	The percentage of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time fell from 76% to 75%.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned. Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools emphasized teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning were planned. Teachers had regular office hours and availability during distance and blended learning.</p>	<p>Weekly social/emotional lessons Parent Square Communication Tool None Specified District Funded 0</p>	<p>Weekly social/emotional lessons Parent Square Communication Tool None Specified District Funded 0</p>
<p>Support for Families</p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will distribute a technology device to all students for use in</p>	<p>Support for Families</p> <p>The principal, teachers, and office staff communicated regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district distributed a technology device to all students for use in</p>	<p>Salary for hourly support teacher available after school hours during the week 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>The principal, teachers, and office staff communicated regularly with families via Parent Square, email, newsletters, and/or online (website and</p>	<p>.Hourly support teacher available after school hours 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after- hours support to families.</p> <p>An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>distance and blended learning. As needed families checked out hot spots that provide WiFi access. The Technology Department provided after- hours support to families.</p> <p>An hourly support teacher was available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.</p> <p>The district provided a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>social media) posts. None Specified District Funded 0</p>	<p>first 2 months of the school year. Bilingual Community Liaisons and office staff were available to assist parents and guardians if they need help throughout the school year None Specified District Funded 0</p>
<p>Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.</p>	<p>Began the year with Trojan Trek and push for online data verification for all parents. Parents were involved in the school prior to the school year that is starting.</p>	<p>Trojan Trek is a pre-school orientation day. None Specified District Funded 0</p>	<p>Trojan Trek is a pre-school orientation day. None Specified District Funded 0</p>

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

Due to the global COVID-19 pandemic, estimated actual expenditures were different than proposed expenditures because activities/strategies were not able to be implemented.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students	Attendance Rate for 7th Grade - 93.65% and 8th Grade - 89.92%
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.	Chronically Absent students - 12.96%

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.	Provided incentives for students who demonstrated good attendance. These incentives included coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 394	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 0
Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	Regularly screened attendance data to identify students with attendance issues. Made regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	Santa Barbara County School Attendance Review Board None Specified District Funded 0	Santa Barbara County School Attendance Review Board None Specified District Funded 0
Provide support services through counseling for students in need	Provided support services through counseling for students in need	Counselor for Lakeview 1000-1999: Certificated	Counselor for Lakeview 1000-1999: Certificated

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries District Funded 0	Personnel Salaries District Funded 0
Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.	Encouraged students to be on time for school. Provided opportunities to remedy behavior through campus beautification at lunch.	Provide lunchtime campus cleanup activities for students who are tardy None Specified None Specified 0	Provide lunch time campus clean up for students who are tardy None Specified None Specified 0
		Admin contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries District Funded 0	Admin contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries District Funded 0

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate.

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

While overall attendance decreased significantly, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

Due to the global COVID-19 pandemic, estimated actual expenditures were different than proposed expenditures because activities/strategies were not able to be implemented.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/ exceeded standard	Results from Spring 2019 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 52.1% Low SES - 44.44% EL - 26.23% SWD- 10.2% White - 58.99% Hispanic - 48.41%	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

Through established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards
- PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards.
- PLC Teams will regularly meet to review and develop instruction and lessons in ELA.
- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds.

### Strategy/Activity 2

Teachers will have opportunities to attend California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and workshops.

### Strategy/Activity 3

Implement a four-days-weekly intervention period targeting reading intervention for students performing below grade level.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Teachers and Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15,650.94
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Teachers providing targeted reading interventions 4-days a week.
<b>Amount</b>	1,000
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	NewsELA software licenses and training
<b>Amount</b>	1,000
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and technology

## Strategy/Activity 4

Target academic vocabulary and sentence and language frame usage across the curriculum. Focus on increasing literacy across subject areas by utilizing materials (text and tech) as well as release time.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Teachers and Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Instructional materials, novels, and supplies that support increased literacy
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Release time, professional development, conferences, and technology training that supports increased literacy

### Strategy/Activity 5

Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Teachers and Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Homework Club and Computer Lab will be overseen by a credentialed teacher.

### Strategy/Activity 6

Identified students who scored in the "Not Met Standard" on the CAASPP, had Teacher recommendation, and/or scored in Level 1 or Level 2 on the Fall 2021 NWEA Reading Test will be recommended for placement in intervention classes. The intervention class will address learning deficits to increase proficiency in ELA.

Additional support staff will be made available for these classes.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Teachers and Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
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<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Increase number of classes provided for identified students with academic needs.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions and Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and ultimate impact on student achievement

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2020-21: 3% Suspension Rate 15% - English Learners 31% - Students with Disabilities 8% - Two or more races 46% - White 46% Hispanic/Latino 77% Socioeconomically Disadvantaged  0% Expulsion	Decrease/Maintain suspension/expulsion rates for all students and subgroups by 2%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Meaningful Relationships:

At the outset of the school year, teachers will focus on establishing relationships and rapport with students. The school's "Dream Believe Act Achieve" theme embraces this.

Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will provide a caring approach to guiding students.

As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

All staff

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly.

### Strategy/Activity 2

Lakeview will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Administration and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	636
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and instructional materials for PBIS implementation

### Strategy/Activity 3

As possible during COVID-19, an afterschool detention will serve as another step prior to on- or off-campus suspension of students. Students will bring and complete practice and other schoolwork in detention. The intent of this detention

period is to provide students a restorative time to reflect on the behavior resulting in the detention and ultimately deter students from severe behavior resulting in suspension.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,800
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension.

### Strategy/Activity 4

Attend conference or bring in a speaker who can provide strategies focused on working with at-risk students. The goal would be to tie this to Lakeview's PBIS initiative.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference focused on working with at-risk youth
<b>Amount</b>	1,500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time for teachers to attend conference

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematic skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – Math % Students met/ exceeded standard	Results from Spring 2019 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 39.51% Low SES - 30.72% EL - 16.13% SWD - 8.16% White - 48.92% Hispanic - 33.2%	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

Through established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards
- PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards.
- PLC Teams will regularly meet to review and develop instruction and lessons in Math
- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	This will occur during weekly late start PLC time as well as the staff development days.

### Strategy/Activity 2

Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations
<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Materials to support concepts learned through professional development, workshops and observations of exemplary programs

**Strategy/Activity 3**

Increased educational opportunities will be provided: Before/afterschool math tutoring with one of our certificated teachers throughout the school year.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Teachers and administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before/Afterschool Intervention Classes
<b>Amount</b>	5098
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher to provide computer lab time before/after school

**Strategy/Activity 4**

Continue implementation of IXL online program for math intervention

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

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Teachers and Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6,300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Software Licenses to aid intervention



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	<p>October 2021 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (69%), listen to them when they have something to say (73%), are there for them when they have a problem or concern (73%), and believe they will be a success (74%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (85%), teachers communicate with parents about what students are expected to learn (82%), parents feel welcome to be</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

**Metric/Indicator****Baseline****Expected Outcome**

involved in the school (65%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (69%).

**Planned Strategies/Activities****Strategy/Activity 1**

Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned. Teachers will have regular office hours and availability during distance and blended learning.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Bilingual Community Liaison, Office Staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	District provided parent education nights

### Strategy/Activity 3

Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2020

### Person(s) Responsible

Admin/Staff/PTSA/District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Trojan Trek is a pre-school orientation day.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Academic Engagement: Student Attendance and Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide a rich diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	2019-2020: 95.78%	Increase attendance rate to 96% for "All" students
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2019-20 13.8% "All" Students 12.3% English Learner 17.5% Low Income 21.1% Students with Disabilities 15.2% White 14.1% Hispanic	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.

#### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Administrators/Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	394
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide certificates, lunch celebration, and incentives

### Strategy/Activity 2

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Admin/Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Santa Barbara County School Attendance Review Board

### Strategy/Activity 3

Provide support services through counseling for students in need

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Administration and School Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Counselor for Lakeview

### Strategy/Activity 4

Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.

### Students to be Served by this Strategy/Activity

Students identified as chronically tardy

### Timeline

Ongoing

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide lunchtime campus cleanup activities for students who are tardy
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Admin contact/counseling with families of students with excessive tardies

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	65,078.94

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	15,650.94	0.00
LCFF - Supplemental	40,330	0.00
Site Formula Funds	9098	0.00
Other	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	40,330.00
None Specified	0.00
Site Formula Funds	9,098.00
Title I Part A: Targeted Assistance Program	15,650.94



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	34,248.94
4000-4999: Books And Supplies	14,830.00
5000-5999: Services And Other Operating Expenditures	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,330.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	6,598.00
4000-4999: Books And Supplies	Site Formula Funds	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	15,650.94

# School Site Council Membership

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

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

Name of Members	Role
Jonathan Dollahite	Principal
Keri Kirkland	Classroom Teacher
Tim Smith	Classroom Teacher
Elizabeth Cutler	Classroom Teacher
Janinne Salinas	Other School Staff
Alicia Penrod	Parent or Community Member
Katy Smith	Parent or Community Member
Brandon Lambert	Parent or Community Member
Kimberly Smith	Secondary Student
Abigail Daly	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Other: School Leadership Team and School Staff

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

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

This SPSA was adopted by the SSC at a public meeting on November 17, 2021.

Attested:

Principal, Jonathan Dollahite on 11/17/2021
SSC Chairperson, Keri Kirkland on 11/17/2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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



## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**

# Orcutt JUNIOR HIGH



**MUSTANGS**

## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Orcutt Junior High School
<b>Address</b>	608 Pinal Street Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045785
<b>Principal</b>	Kelly Osborne
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 12, 2021

**Schoolsite Council (SSC) Approval Date**

November 18, 2021

**Local Board Approval Date**

December 15, 2021

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile.....	5
Stakeholder Involvement .....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	15
Overall Performance .....	17
Academic Performance.....	18
Academic Engagement.....	23
Conditions & Climate.....	25
Annual Review and Update .....	27
Goal 1.....	27
Goal 2.....	30
Goal 3.....	33
Goal 4.....	36
Goal 5.....	39
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	46
Goal 3.....	49
Goal 4.....	53
Goal 5.....	55
Budget Summary and Consolidation .....	58
Budget Summary .....	58
Allocations by Funding Source.....	58
Expenditures by Funding Source .....	59
Expenditures by Budget Reference .....	60
Expenditures by Budget Reference and Funding Source .....	61
School Site Council Membership .....	62
Recommendations and Assurances .....	63
Addendum.....	64
Instructions: Linked Table of Contents.....	64

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....67  
Appendix B: Select State and Federal Programs.....69

# School Vision and Mission

## Mission Statement

The vision and mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Vision Statement

We envision an Orcutt Junior High School where:

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

# School Profile

Orcutt Junior High School is located in the northern region of Santa Barbara County, in the unincorporated town of Orcutt just south of the city of Santa Maria. It serves students in grades seven and eight following a traditional calendar. For the 2021-2022 school year, 491 students are enrolled, including 13.44% in Special Education, 5.09% English Learners, and 25.93% socioeconomically disadvantaged.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. Students are also involved in an Extended Learning Opportunity intervention block that is designed to provide the extra help in ELA and math needed to guarantee academic success in high school and college. In other academic areas, our Local Control and Accountability (LCFF) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 25 full time certificated teachers on campus, 4 work solely with resource, SDC, and/or other special education students. The professional learning community unites administrators and school staff in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, analyze test results, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Three staff development days, and weekly late start Wednesdays allow teachers to collaborate in both subject and grade level. In these meetings departments determine key standards, collaborate lesson pacing, develop common assessments, and analyze student data from these common assessments. As a school, our departments work closely to develop curriculum that is meeting the needs of all students. Many teachers are available during lunch, as well as before and after school, to assist students. Academic interventions include reading and grade level math support as well as targeted, intensive intervention during our weekly intervention block (ELO) four times a week for students who did not meet essential learning standards as

identified by teachers. Teachers have attended technology and subject specific conferences to stretch their abilities and add to their classroom interactions with students and parents. The OJHS staff is constantly looking for ways to assist students and intervene early to help students perform at the best of their ability. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning. The CAASSP is another assessment used to determine student learning.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following date:

November 12, 2021

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions and climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

November 12, 2021: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

November 10, 2021: Met with PTSA to share school site goals and proposed SPSA.

November 18, 2021: Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures.

November 18, 2021: Met with SSC to review and approve SPSA.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.87%	0.38%	1.0%	5	2	5
African American	0.7%	0.38%	0.4%	4	2	2
Asian	1.4%	1.52%	1.7%	8	8	8
Filipino	0.7%	0.95%	1.0%	4	5	5
Hispanic/Latino	37.94%	46.1%	47.8%	217	242	232
Pacific Islander	%	0.19%	0.2%		1	1
White	49.48%	42.48%	41.4%	283	223	201
Multiple/No Response	%	1.14%	5.6%		36	27
<b>Total Enrollment</b>				572	525	485

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	265	263	238
Grade 8	307	262	247
<b>Total Enrollment</b>	572	525	485

### Conclusions based on this data:

1. OJHS enrollment decreased significantly from the previous year.
2. Enrollment for 2020-21 reflects declining enrollment and enrollment during the COVID-19 pandemic (distance learning).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	50	44	47	8.7%	8.4%	9.7%
Fluent English Proficient (FEP)	22	28	33	3.8%	5.3%	6.8%
Reclassified Fluent English Proficient (RFEP)	1	5	7	2.3%	10.0%	15.9%

### Conclusions based on this data:

1. Orcutt Junior High's English Learner enrollment continues remains fairly constant each year (8.7%-9.7% of total enrollment)
2. The percentage of students Reclassified as Fluent English Proficient (RFEP) increased significantly over the three year time period (2018-2021: 2.3% to 15.9%)
3. The percentage of students considered Fluent English Proficient increased slightly over the three year time period (2018-2021: 3.8% to 6.8%)

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	258	299	255	258	298	255	98.5	98.4	98.5
Grade 8	276	255	293	260	246	282	260	246	282	94.2	96.5	96.2
All Grades	538	559	552	518	545	537	518	544	537	96.3	97.5	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.3	2551.7	2543.8	11.24	12.75	11.76	39.92	41.95	42.35	27.13	26.17	23.14	21.71	19.13	22.75
Grade 8	2575.6	2569.5	2570.3	16.15	11.38	14.18	40.38	43.90	40.78	26.15	26.42	27.66	17.31	18.29	17.38
All Grades	N/A	N/A	N/A	13.71	12.13	13.04	40.15	42.83	41.53	26.64	26.29	25.51	19.50	18.75	19.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.42	19.80	17.65	45.35	51.68	51.76	30.23	28.52	30.59
Grade 8	28.85	23.17	25.53	43.46	48.78	48.23	27.69	28.05	26.24
All Grades	26.64	21.32	21.79	44.40	50.37	49.91	28.96	28.31	28.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.64	28.52	21.18	57.75	52.35	61.18	18.60	19.13	17.65
Grade 8	28.46	23.58	23.05	54.62	56.50	60.64	16.92	19.92	16.31
All Grades	26.06	26.29	22.16	56.18	54.23	60.89	17.76	19.49	16.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	15.12	10.44	11.37	66.67	65.32	71.37	18.22	24.24	17.25
Grade 8	15.77	21.95	17.73	71.54	66.26	69.15	12.69	11.79	13.12
All Grades	15.44	15.65	14.71	69.11	65.75	70.20	15.44	18.60	15.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	21.71	28.86	23.53	56.59	51.68	52.16	21.71	19.46	24.31
<b>Grade 8</b>	26.54	23.98	23.76	52.31	52.44	54.26	21.15	23.58	21.99
<b>All Grades</b>	24.13	26.65	23.65	54.44	52.02	53.26	21.43	21.32	23.09

**Conclusions based on this data:**

1. Overall achievement on the CAASPP ELA test increased by approximately 1%. OJHS currently has a school-wide focus on close reading, annotating text, and using sentence frames to address needs in the area of ELA. These focus areas are also imperative in supporting our EL subgroup.
2. In comparing like students, we increased slightly (0.8%) in our scores in writing. By continuing to emphasize academic vocabulary and sentence frames, OJHS should be able to increase in the areas of writing by Spring of 2022.
3. OJHS increased slightly (0.7%) in our scores in reading. In addition to our school-wide focus on close reading, particularly annotating text and citing sources, additional support for this area will be through document based questioning strategies in all history classes.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	256	297	255	256	297	255	97.7	97.7	98.5
Grade 8	276	255	293	260	244	282	260	244	282	94.2	95.7	96.2
All Grades	538	559	552	516	541	537	516	541	537	95.9	96.8	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.1	2549.9	2535.2	15.23	19.19	14.12	31.25	30.98	27.84	29.69	25.93	32.16	23.83	23.91	25.88
Grade 8	2582.6	2578.7	2577.6	27.69	23.77	25.89	26.54	26.23	23.76	22.31	26.64	25.53	23.46	23.36	24.82
All Grades	N/A	N/A	N/A	21.51	21.26	20.30	28.88	28.84	25.70	25.97	26.25	28.68	23.64	23.66	25.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	30.08	32.09	26.67	39.45	36.49	38.04	30.47	31.42	35.29
Grade 8	33.85	33.20	33.33	39.23	42.62	38.30	26.92	24.18	28.37
All Grades	31.98	32.59	30.17	39.34	39.26	38.18	28.68	28.15	31.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.53	21.21	16.86	51.56	54.55	54.90	28.91	24.24	28.24
Grade 8	26.92	24.18	26.60	46.54	53.69	49.65	26.54	22.13	23.76
All Grades	23.26	22.55	21.97	49.03	54.16	52.14	27.71	23.29	25.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	17.97	16.84	16.08	62.89	64.65	61.96	19.14	18.52	21.96
<b>Grade 8</b>	35.00	29.10	30.50	44.23	52.46	48.58	20.77	18.44	20.92
<b>All Grades</b>	26.55	22.37	23.65	53.49	59.15	54.93	19.96	18.48	21.42

**Conclusions based on this data:**

1. Overall, OJHS either decreased or stayed the same with mathematics scores.
2. Concepts and Procedures is an area for focused intervention. This year, OJHS has implemented a school-wide focus on intervention by having four 30 minute blocks for math intervention. This emphasis along with document based questioning strategies, and full, school-wide implementation of CPM curriculum should improve performance in this area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1497.5	1553.9	1490.4	1552.3	1504.3	1554.9	27	17
Grade 8	1537.1	1521.0	1539.1	1523.8	1534.8	1517.9	19	23
All Grades							46	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	23.53	44.44	52.94	*	5.88	*	17.65	27	17
8	57.89	30.43	*	34.78	*	21.74	*	13.04	19	23
All Grades	36.96	27.50	36.96	42.50	*	15.00	*	15.00	46	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	44.44	41.18	*	41.18	*	5.88	*	11.76	27	17
8	73.68	47.83	*	21.74	*	17.39	*	13.04	19	23
All Grades	56.52	45.00	26.09	30.00	*	12.50	*	12.50	46	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	17.65	*	23.53	*	29.41	27	17
8	*	21.74	*	17.39	*	34.78	*	26.09	19	23
All Grades	*	25.00	39.13	17.50	*	30.00	*	27.50	46	40

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	48.15	70.59	*	17.65	27	17
8	*	13.04	*	60.87	*	26.09	19	23
All Grades	36.96	12.50	50.00	65.00	*	22.50	46	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	48.15	70.59	40.74	23.53	*	5.88	27	17
8	84.21	65.22	*	21.74	*	13.04	19	23
All Grades	63.04	67.50	28.26	22.50	*	10.00	46	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	29.41	51.85	41.18	27	17
8	*	21.74	*	34.78	*	43.48	19	23
All Grades	*	25.00	30.43	32.50	50.00	42.50	46	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	59.26	70.59	*	17.65	27	17
8	*	0.00	*	86.96	*	13.04	19	23
All Grades	36.96	5.00	54.35	80.00	*	15.00	46	40

**Conclusions based on this data:**

1. The data shows that a majority of our English learners overall are Level 3 or Level 4.
2. Our Oral Language and Listening scores show that a majority of our English learners are a Level 3 or Level 4 in these performance areas.
3. The Reading Domain continues to be an area of growth for our English Learners.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>525</b>	<b>33.0</b>	<b>8.4</b>	<b>0.6</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	8.4
Foster Youth	3	0.6
Homeless	2	0.4
Socioeconomically Disadvantaged	173	33.0
Students with Disabilities	62	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	8	1.5
Filipino	5	1.0
Hispanic	242	46.1
Two or More Races	36	6.9
Pacific Islander	1	0.2
White	223	42.5

### Conclusions based on this data:

- Total enrollment for 2019-20 increased from the previous year with exponential increases in SES and EL student groups.
- Our Socioeconomically Disadvantaged Student Group is by far our largest at 32.5% of our population for 2019-20. This groups is currently (2021-22 school year) 25.93% of our population.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The number of chronically absent students remained the same resulting in change from yellow in 2018 to orange in 2019. Similarly an increase in the number of students suspended in 2019 resulted in a dashboard change from yellow to orange.
2. From 2018-2019, all other areas on the California Dashboard remained the same as indicated by the yellow performance indicator.

# School and Student Performance Data

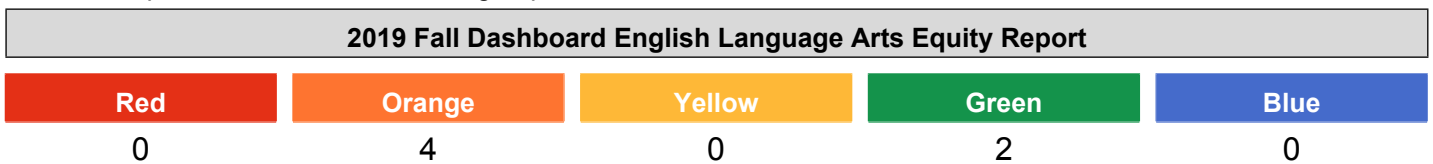
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.1 points below standard</p> <p>Declined -3.5 points</p> <p>526</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>58.9 points below standard</p> <p>Declined -8.2 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>37.7 points below standard</p> <p>Declined -6.2 points</p> <p>185</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>98 points below standard</p> <p>Increased ++9.5 points</p> <p>60</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.7 points below standard Declined -8.3 points 202	 Green 27.4 points above standard Maintained -1.1 points 41	 No Performance Color 0 Students	 Green 12.8 points above standard Declined -3.2 points 259

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.5 points below standard Declined -7.7 points 37	32.8 points above standard Declined Significantly -19.6 points 16	3.8 points above standard Declined -4.1 points 462

**Conclusions based on this data:**

1. Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
2. Our Students with Disabilities group increased their performance by 3.3 points.

# School and Student Performance Data

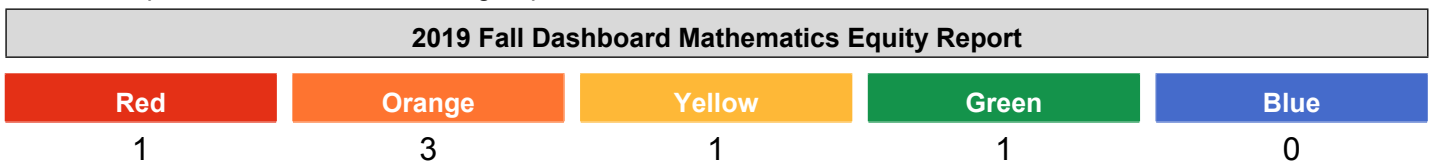
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 19.2 points below standard Declined -7.9 points 527	<p><b>English Learners</b></p> Orange 78.8 points below standard Maintained -1.7 points 53	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 52.3 points below standard Maintained ++0.9 points 186	<p><b>Students with Disabilities</b></p> Red 143.4 points below standard Declined -9.6 points 61

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.9 points below standard Declined -8 points 202	 Green 6.4 points above standard Declined Significantly -19.7 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.2 points below standard Declined -7.3 points 260

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.5 points below standard Declined Significantly -16.1 points 37	54.6 points above standard Increased Significantly ++22.8 points 16	13.3 points below standard Declined -10.4 points 463

**Conclusions based on this data:**

1. Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
2. Reclassified English Learners performed above standard and increased significantly by 20.2 points.
3. Our English Learners continue to perform below below standard and decreased slightly by 5 points.

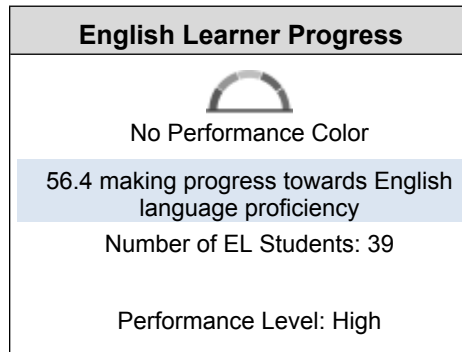
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.6	35.8	10.2	46.1

#### Conclusions based on this data:

1. Of 46 students, 34 of them are either Moderately or Well Developed in their English Learner Progress.



# School and Student Performance Data

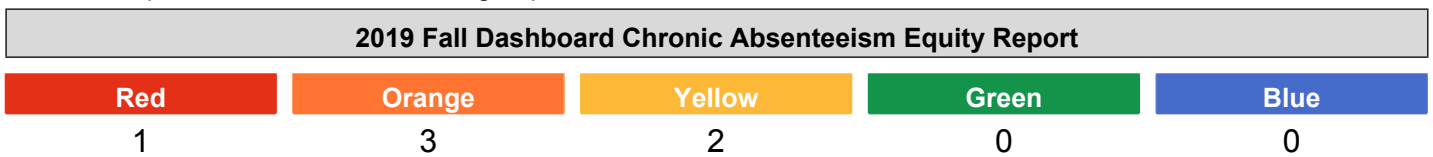
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>10.3</p> <p>Increased +2.1</p> <p>590</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>13.7</p> <p>Increased +5.2</p> <p>51</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>15.9</p> <p>Increased +2.5</p> <p>220</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>16.4</p> <p>Declined -2.5</p> <p>73</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -0.7 229	 Orange 9.3 Increased +4.7 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 11.2 Increased Significantly +4.4 285

**Conclusions based on this data:**

1. Student absenteeism rate for All Students was maintained with approximately 8% of students being chronically absent.
2. The absenteeism rate for our English Learners declined by almost 1%.
3. Our Socioeconomically Disadvantaged students slightly declined in the absenteeism rate by 0.5%.

# School and Student Performance Data

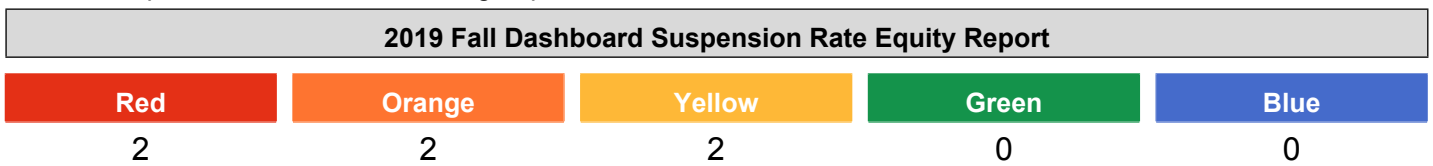
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>8.7</p> <p>Increased +1.7</p> <p>599</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>11.5</p> <p>Declined -3</p> <p>52</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>15.6</p> <p>Increased Significantly +4.9</p> <p>224</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.2</p> <p>Increased +7.5</p> <p>76</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 10 Increased Significantly +4.7 231	 Orange 7.1 Increased +7.1 56	 No Performance Color Less than 11 Students - Data 0	 Yellow 8.3 Declined -1.3 289

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
7	7	8.7

**Conclusions based on this data:**

1. Our white and Hispanic subgroups have the highest suspension rate, however the suspension rate for Hispanic declined by 2.3%
2. Overall suspension percentage has remained steady with approximately 7% of students getting suspended at least one time during the school year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/exceeded standard	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The English Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.		
Increase implementation of intervention within the school day from one 30-minute block per week to four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through	Due to the challenges of distance learning and the schedule that came about as a result, intervention was put on hold as there wasn't structured time within the school day to address various learning needs.	Software licenses: Reading Plus. 0000: Unrestricted LCFF - Supplemental 7985.00	Software licenses: Reading Plus, IXL 0000: Unrestricted LCFF - Supplemental 3300.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>			
<p>Teachers will have opportunities to attend training on California State Standards focused workshops that address literacy needs. These may be sponsored by the district or by the County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.</p>	<p>Teachers did not attend conferences or workshops due to the restrictions associated with COVID-19.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3000.00</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00</p>
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Additional morning intervention times could be added.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, students did not have access to computer labs or tutoring before and/or after school.</p>	<p>Computer access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 3580.00</p>	<p>Computer Access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 0.00</p>

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly departmental PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

Due to the restrictions associated with COVID-19, proposed expenditures were largely unused. Teachers did not attend conferences or workshops and tutoring and/or computer lab access were not available and therefore not staffed.

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

This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. PLCs for OJHS departments will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.	The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.</p> <p>As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support. The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school, out of necessity, needed to devote much more of its focus to compliance with COVID-19 health guidelines.</p> <p>When in-person instruction resumed on</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 2500.00</p>	<p>PBIS Rewards Incentives for Students 4000-4999: Books And Supplies LCFF - Supplemental 2000.00</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, and the Yearbook Class.</p>	<p>campus, more attention needed to be paid to cohorting, physical distancing, and mask-wearing than the school's pre-pandemic behavioral matrix. For the most part student clubs and organizations also went on hiatus. The adviser of the Student Council/ASB did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p>Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-2020 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, extracurricular activities and enrichments were on hiatus.</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies Site Formula Funds 2000.00</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies Site Formula Funds 0.00</p>
<p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible</p>	<p>Teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>	<p>Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies Site Formula Funds 1500.00</p>	<p>Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies Site Formula Funds 0.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>			

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

Due to the restrictions associated with COVID-19 and distance learning, extracurricular activities and enrichment activities were on hiatus.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 CAASPP mathematics testing was not administered.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.	PLC time (late start, Staff development days) None Specified District Funded 0	PLC time (late start, Staff development days) None Specified District Funded 0
Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County	Teachers did not attend conferences or workshops due to the restrictions associated with COVID-19.	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3000.00	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.</p>			
<p>Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>	<p>Teachers utilized Engage NY, IXL math and the digital components of CPM during distance learning. District funded these digital licenses.</p>	<p>Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12000.00</p>	<p>Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, students did not have access to computer labs or tutoring before and/or after school.</p>	<p>See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries Other 0</p>	<p>See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Increase implementation of intervention within the school day from one 30 minute block per week to four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective,</p>	<p>Due to the challenges of distance learning and the schedule that came about as a result, intervention was put on hold as there wasn't structured time within the school day to address various learning needs.</p>	<p>See Goal 1 Strategy 1 for actual amount. 4000-4999: Books And Supplies LCFF - Supplemental 1500.00</p>	<p>See Goal 1 Strategy 1 for actual amount. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
research-based interventions for at risk students.			

**Analysis**

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

Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Teachers reported some difficulty with math instruction during distance learning because the district's math curriculum (CPM) is designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

Due to the restrictions associated with COVID-19, proposed expenditures were largely unused. Teachers didn't attend conferences or workshops and tutoring and/or computer lab access wasn't available and therefore was not staffed.

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

For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate Chronic Absenteeism Rate	Maintain or increase attendance rate to 98% for all students and each subgroup.  Decrease Chronic Absenteeism by 2% for all students and each subgroup.	Attendance rate for the school year: 93%

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and internet access, and coached students and parents on how to log in to virtual meetings.	Attendance Incentives 4000-4999: Books And Supplies Site Formula Funds 1000.00	Attendance Incentives 4000-4999: Books And Supplies Site Formula Funds 0.00
Improve the attendance rate and decrease chronic absenteeism for all	The School Attendance Review Board (SARB) was not a viable option for		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students through the School Attendance Review Board process.</p>	<p>schools in 2020-2021 because the District Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small-group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance.</p>		
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>Teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

Attendance incentives were not utilized due to the restrictions of COVID19.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p> <p>Baseline data: In October 2020, students and parents were surveyed on the level of caring they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (80%), notice when they are not there (74%), listen to them when they have something to say (79%), are there for them when they have a problem or concern (82%), and believe they will be a success (82%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (74%), teachers communicate with parents about what students are expected to learn (64%), parents feel welcome to be involved in the school (59%), there is someone at school to talk to about a problem or concern (65%), and school staff take parent concerns seriously (58%).</p>	<p>In October 2021, students and parents were surveyed on the level of caring they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (70%), notice when they are not there (70%), listen to them when they have something to say (71%), are there for them when they have a problem or concern (69%), and believe they will be a success (71%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (71%), teachers communicate with parents about what students are expected to learn (69%), parents feel welcome to be involved in the school (54%), there is someone at school to talk to about a problem or concern (54%), and school staff take parent concerns seriously (64%).</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers and schools will emphasize teacher-	Teachers prioritized teacher-student	Parent Square Communication Platform	Parent Square Communication Platform

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular availability during distance and blended learning.</p>	<p>relationships throughout the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p>	<p>None Specified District Funded 0</p>	<p>None Specified District Funded 0</p>
<p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse. Students and families were appreciative of the district's distribution of a technology device to each student. Some families needed assistance with internet access and were issued hot spots. The Technology Department scheduled regular availability to families and assisted many. After-hours academic support from hourly support teachers was made available. The support was promoted by</p>	<p>Parent Education Nights None Specified District Funded 0</p>	<p>Parent Education Nights None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
offerings via Zoom and other virtual platforms.	school administration but only a limited number of students capitalized. The district offered some parent education workshops virtually and found that parent attendance increased. The school offered a virtual Back to School Night. Many parents commented that they appreciated being able to participate in district and school meetings while remaining at home.		
		None Specified District Funded	None Specified District Funded
		None Specified District Funded	
		None Specified None Specified	

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No differences between Proposed Expenditures and Actual Expenditures

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Improving student achievement in language arts by providing and supporting engaging and high quality instruction which promotes active learning and maximizes student achievement in the area of language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/exceeded standard	2018 CAASPP Results % Met or Exceeded Standards  54.5% All Students 13.51% EL Students 14.81% Special Education Students 38.95% SES 43.55% Hispanic Students 59.92% White Students	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard

### Planned Strategies/Activities

#### Strategy/Activity 1

The English Department will continuously look at data related to this goal and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

9/21-9/22

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue implementation of intervention during the school day for four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students who are below standard in Reading through various district approved diagnostic screenings and assessments.

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Software licenses: Reading Plus, IXL for Language Arts

### Strategy/Activity 3

Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5108.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and Workshops

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions and Climate: Suspension/Expulsion

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2018-19:  7% Suspension Rate 14.6% - English Learners 1.7% - Students with Disabilities 0% - Two or more races 9.6% - White 5.3% Hispanic/Latino 10.7% Socioeconomically Disadvantaged	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.

### Planned Strategies/Activities

#### Strategy/Activity 1

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library maker-space, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.



### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives.

### Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2021-2022 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

### Strategy/Activity 3

Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

The school will also be piloting the use of Therapy Dogs quarterly in Physical Education classes.

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

All Students.

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Honor Roll, Student of the Month, and Youth of the Month..

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Goal: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	2019 CAASPP Results % Met or Exceeded Standard  46% All Students 10.81% English Learners 9.26% Special Education 34.21% SES 36.36% Hispanic 51.52% White	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All students.

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/Staff/TOSAs

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	PLC time (late start, Staff development days)

**Strategy/Activity 2**

Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.

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

All Students

**Timeline**

9/19-6/20

**Person(s) Responsible**

Administration and Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conferences and Workshops/Substitutes for classroom teachers

**Strategy/Activity 3**

Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology

### Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before/After school computer access/tutoring.

### Strategy/Activity 5

Continue implementation of intervention during the school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students identified by various district approved universal screenings as needing intervention in math.

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin/TOSA/District

### Proposed Expenditures for this Strategy/Activity

Amount	2500.00
--------	---------

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	math intervention

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Student attendance rate for 2019-2020 was at 90%.	Increase attendance rate to 98% for all students and each subgroup.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2019-2020 9.7% "All" Students 14.6% English Learner 25.93% Low SES 10.53% Students with Disabilities 6.9% White 11.2% Hispanic	Decrease Chronic Absenteeism by 8% for all students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

### Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.

### Students to be Served by this Strategy/Activity

All students identified as chronically absent.

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/District/Counselor

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey Healthy Kids Survey	<p>October 2021: Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (70%), notice when they are not there (70%), listen to them when they have something to say (71%), are there for them when they have a problem or concern (69%), and believe they will be a success (71%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the school staff communicate with parents about what is happening at the school (71%), teachers communicate with parents about what students are expected to learn (69%), parents feel welcome to be</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Metric/Indicator	Baseline	Expected Outcome
	involved in the school (69%), there is someone at school to talk to about a problem or concern (79%), and school staff take parents concerns seriously (60%).	

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships throughout the 2021-2021 school year. Regular lessons in social/emotional learning will be planned weekly.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lessons in Social/emotional learning (SEL)

### Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent Education Nights

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	33,608.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds	0	0.00
LCFF - Supplemental	33608.00	0.00
Other	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	33,608.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	6,000.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00

# School Site Council Membership

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

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

Name of Members	Role
Kelly Osborne	Principal
Ernie Salinas	Classroom Teacher
Kacie Jackson	Classroom Teacher
Kelli Zamudio	Other School Staff
Jen O'Kane	Other School Staff
Joel Arrellano	Parent or Community Member
Lisa Lopez	Parent or Community Member
Sophia O'Kane	Secondary Student
Jordan Lopez	Secondary Student

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:



Principal, Kelly Osborne on November 18, 2021



SSC Chairperson, Ernie Salinas on November 18, 2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**

# Orcutt JUNIOR HIGH



**MUSTANGS**

## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Orcutt Junior High School
<b>Address</b>	608 Pinal Street Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045785
<b>Principal</b>	Kelly Osborne
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 12, 2021



**Schoolsite Council (SSC) Approval Date**

November 18, 2021

**Local Board Approval Date**

December 15, 2021

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile.....	5
Stakeholder Involvement .....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	15
Overall Performance .....	17
Academic Performance.....	18
Academic Engagement.....	23
Conditions & Climate.....	25
Annual Review and Update .....	27
Goal 1.....	27
Goal 2.....	30
Goal 3.....	33
Goal 4.....	36
Goal 5.....	39
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	46
Goal 3.....	49
Goal 4.....	53
Goal 5.....	55
Budget Summary and Consolidation .....	58
Budget Summary .....	58
Allocations by Funding Source.....	58
Expenditures by Funding Source .....	59
Expenditures by Budget Reference .....	60
Expenditures by Budget Reference and Funding Source .....	61
School Site Council Membership .....	62
Recommendations and Assurances .....	63
Addendum.....	64
Instructions: Linked Table of Contents.....	64

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....67  
Appendix B: Select State and Federal Programs.....69

# School Vision and Mission

## Mission Statement

The vision and mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Vision Statement

We envision an Orcutt Junior High School where:

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

# School Profile

Orcutt Junior High School is located in the northern region of Santa Barbara County, in the unincorporated town of Orcutt just south of the city of Santa Maria. It serves students in grades seven and eight following a traditional calendar. For the 2021-2022 school year, 491 students are enrolled, including 13.44% in Special Education, 5.09% English Learners, and 25.93% socioeconomically disadvantaged.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. Students are also involved in an Extended Learning Opportunity intervention block that is designed to provide the extra help in ELA and math needed to guarantee academic success in high school and college. In other academic areas, our Local Control and Accountability (LCFF) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 25 full time certificated teachers on campus, 4 work solely with resource, SDC, and/or other special education students. The professional learning community unites administrators and school staff in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, analyze test results, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Three staff development days, and weekly late start Wednesdays allow teachers to collaborate in both subject and grade level. In these meetings departments determine key standards, collaborate lesson pacing, develop common assessments, and analyze student data from these common assessments. As a school, our departments work closely to develop curriculum that is meeting the needs of all students. Many teachers are available during lunch, as well as before and after school, to assist students. Academic interventions include reading and grade level math support as well as targeted, intensive intervention during our weekly intervention block (ELO) four times a week for students who did not meet essential learning standards as

identified by teachers. Teachers have attended technology and subject specific conferences to stretch their abilities and add to their classroom interactions with students and parents. The OJHS staff is constantly looking for ways to assist students and intervene early to help students perform at the best of their ability. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning. The CAASSP is another assessment used to determine student learning.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following date:

November 12, 2021

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions and climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

November 12, 2021: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

November 10, 2021: Met with PTSA to share school site goals and proposed SPSA.

November 18, 2021: Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures.

November 18, 2021: Met with SSC to review and approve SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.87%	0.38%	1.0%	5	2	5
African American	0.7%	0.38%	0.4%	4	2	2
Asian	1.4%	1.52%	1.7%	8	8	8
Filipino	0.7%	0.95%	1.0%	4	5	5
Hispanic/Latino	37.94%	46.1%	47.8%	217	242	232
Pacific Islander	%	0.19%	0.2%		1	1
White	49.48%	42.48%	41.4%	283	223	201
Multiple/No Response	%	1.14%	5.6%		36	27
<b>Total Enrollment</b>				572	525	485

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	265	263	238
Grade 8	307	262	247
<b>Total Enrollment</b>	572	525	485

### Conclusions based on this data:

- OJHS enrollment decreased significantly from the previous year.
- Enrollment for 2020-21 reflects declining enrollment and enrollment during the COVID-19 pandemic (distance learning).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	50	44	47	8.7%	8.4%	9.7%
Fluent English Proficient (FEP)	22	28	33	3.8%	5.3%	6.8%
Reclassified Fluent English Proficient (RFEP)	1	5	7	2.3%	10.0%	15.9%

### Conclusions based on this data:

1. Orcutt Junior High's English Learner enrollment continues remains fairly constant each year (8.7%-9.7% of total enrollment)
2. The percentage of students Reclassified as Fluent English Proficient (RFEP) increased significantly over the three year time period (2018-2021: 2.3% to 15.9%)
3. The percentage of students considered Fluent English Proficient increased slightly over the three year time period (2018-2021: 3.8% to 6.8%)

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	258	299	255	258	298	255	98.5	98.4	98.5
Grade 8	276	255	293	260	246	282	260	246	282	94.2	96.5	96.2
All Grades	538	559	552	518	545	537	518	544	537	96.3	97.5	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.3	2551.7	2543.8	11.24	12.75	11.76	39.92	41.95	42.35	27.13	26.17	23.14	21.71	19.13	22.75
Grade 8	2575.6	2569.5	2570.3	16.15	11.38	14.18	40.38	43.90	40.78	26.15	26.42	27.66	17.31	18.29	17.38
All Grades	N/A	N/A	N/A	13.71	12.13	13.04	40.15	42.83	41.53	26.64	26.29	25.51	19.50	18.75	19.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.42	19.80	17.65	45.35	51.68	51.76	30.23	28.52	30.59
Grade 8	28.85	23.17	25.53	43.46	48.78	48.23	27.69	28.05	26.24
All Grades	26.64	21.32	21.79	44.40	50.37	49.91	28.96	28.31	28.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.64	28.52	21.18	57.75	52.35	61.18	18.60	19.13	17.65
Grade 8	28.46	23.58	23.05	54.62	56.50	60.64	16.92	19.92	16.31
All Grades	26.06	26.29	22.16	56.18	54.23	60.89	17.76	19.49	16.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	15.12	10.44	11.37	66.67	65.32	71.37	18.22	24.24	17.25
Grade 8	15.77	21.95	17.73	71.54	66.26	69.15	12.69	11.79	13.12
All Grades	15.44	15.65	14.71	69.11	65.75	70.20	15.44	18.60	15.08



Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	21.71	28.86	23.53	56.59	51.68	52.16	21.71	19.46	24.31
<b>Grade 8</b>	26.54	23.98	23.76	52.31	52.44	54.26	21.15	23.58	21.99
<b>All Grades</b>	24.13	26.65	23.65	54.44	52.02	53.26	21.43	21.32	23.09

**Conclusions based on this data:**

1. Overall achievement on the CAASPP ELA test increased by approximately 1%. OJHS currently has a school-wide focus on close reading, annotating text, and using sentence frames to address needs in the area of ELA. These focus areas are also imperative in supporting our EL subgroup.
2. In comparing like students, we increased slightly (0.8%) in our scores in writing. By continuing to emphasize academic vocabulary and sentence frames, OJHS should be able to increase in the areas of writing by Spring of 2022.
3. OJHS increased slightly (0.7%) in our scores in reading. In addition to our school-wide focus on close reading, particularly annotating text and citing sources, additional support for this area will be through document based questioning strategies in all history classes.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	256	297	255	256	297	255	97.7	97.7	98.5
Grade 8	276	255	293	260	244	282	260	244	282	94.2	95.7	96.2
All Grades	538	559	552	516	541	537	516	541	537	95.9	96.8	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.1	2549.9	2535.2	15.23	19.19	14.12	31.25	30.98	27.84	29.69	25.93	32.16	23.83	23.91	25.88
Grade 8	2582.6	2578.7	2577.6	27.69	23.77	25.89	26.54	26.23	23.76	22.31	26.64	25.53	23.46	23.36	24.82
All Grades	N/A	N/A	N/A	21.51	21.26	20.30	28.88	28.84	25.70	25.97	26.25	28.68	23.64	23.66	25.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	30.08	32.09	26.67	39.45	36.49	38.04	30.47	31.42	35.29
Grade 8	33.85	33.20	33.33	39.23	42.62	38.30	26.92	24.18	28.37
All Grades	31.98	32.59	30.17	39.34	39.26	38.18	28.68	28.15	31.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.53	21.21	16.86	51.56	54.55	54.90	28.91	24.24	28.24
Grade 8	26.92	24.18	26.60	46.54	53.69	49.65	26.54	22.13	23.76
All Grades	23.26	22.55	21.97	49.03	54.16	52.14	27.71	23.29	25.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	17.97	16.84	16.08	62.89	64.65	61.96	19.14	18.52	21.96
Grade 8	35.00	29.10	30.50	44.23	52.46	48.58	20.77	18.44	20.92
All Grades	26.55	22.37	23.65	53.49	59.15	54.93	19.96	18.48	21.42

**Conclusions based on this data:**

1. Overall, OJHS either decreased or stayed the same with mathematics scores.
2. Concepts and Procedures is an area for focused intervention. This year, OJHS has implemented a school-wide focus on intervention by having four 30 minute blocks for math intervention. This emphasis along with document based questioning strategies, and full, school-wide implementation of CPM curriculum should improve performance in this area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1497.5	1553.9	1490.4	1552.3	1504.3	1554.9	27	17
Grade 8	1537.1	1521.0	1539.1	1523.8	1534.8	1517.9	19	23
All Grades							46	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	23.53	44.44	52.94	*	5.88	*	17.65	27	17
8	57.89	30.43	*	34.78	*	21.74	*	13.04	19	23
All Grades	36.96	27.50	36.96	42.50	*	15.00	*	15.00	46	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	44.44	41.18	*	41.18	*	5.88	*	11.76	27	17
8	73.68	47.83	*	21.74	*	17.39	*	13.04	19	23
All Grades	56.52	45.00	26.09	30.00	*	12.50	*	12.50	46	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	17.65	*	23.53	*	29.41	27	17
8	*	21.74	*	17.39	*	34.78	*	26.09	19	23
All Grades	*	25.00	39.13	17.50	*	30.00	*	27.50	46	40

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	48.15	70.59	*	17.65	27	17
8	*	13.04	*	60.87	*	26.09	19	23
All Grades	36.96	12.50	50.00	65.00	*	22.50	46	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	48.15	70.59	40.74	23.53	*	5.88	27	17
8	84.21	65.22	*	21.74	*	13.04	19	23
All Grades	63.04	67.50	28.26	22.50	*	10.00	46	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	29.41	51.85	41.18	27	17
8	*	21.74	*	34.78	*	43.48	19	23
All Grades	*	25.00	30.43	32.50	50.00	42.50	46	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	59.26	70.59	*	17.65	27	17
8	*	0.00	*	86.96	*	13.04	19	23
All Grades	36.96	5.00	54.35	80.00	*	15.00	46	40

**Conclusions based on this data:**

1. The data shows that a majority of our English learners overall are Level 3 or Level 4.
2. Our Oral Language and Listening scores show that a majority of our English learners are a Level 3 or Level 4 in these performance areas.
3. The Reading Domain continues to be an area of growth for our English Learners.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
525	33.0	8.4	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	8.4
Foster Youth	3	0.6
Homeless	2	0.4
Socioeconomically Disadvantaged	173	33.0
Students with Disabilities	62	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	8	1.5
Filipino	5	1.0
Hispanic	242	46.1
Two or More Races	36	6.9
Pacific Islander	1	0.2
White	223	42.5

### Conclusions based on this data:

- Total enrollment for 2019-20 increased from the previous year with exponential increases in SES and EL student groups.
- Our Socioeconomically Disadvantaged Student Group is by far our largest at 32.5% of our population for 2019-20. This groups is currently (2021-22 school year) 25.93% of our population.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The number of chronically absent students remained the same resulting in change from yellow in 2018 to orange in 2019. Similarly an increase in the number of students suspended in 2019 resulted in a dashboard change from yellow to orange.
2. From 2018-2019, all other areas on the California Dashboard remained the same as indicated by the yellow performance indicator.



# School and Student Performance Data

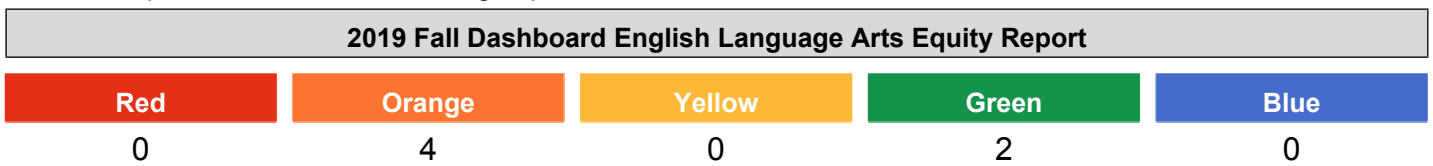
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.1 points below standard</p> <p>Declined -3.5 points</p> <p>526</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>58.9 points below standard</p> <p>Declined -8.2 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>37.7 points below standard</p> <p>Declined -6.2 points</p> <p>185</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>98 points below standard</p> <p>Increased ++9.5 points</p> <p>60</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.7 points below standard Declined -8.3 points 202	 Green 27.4 points above standard Maintained -1.1 points 41	 No Performance Color 0 Students	 Green 12.8 points above standard Declined -3.2 points 259

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
98.5 points below standard Declined -7.7 points 37	32.8 points above standard Declined Significantly -19.6 points 16	3.8 points above standard Declined -4.1 points 462

**Conclusions based on this data:**

- Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
- Our Students with Disabilities group increased their performance by 3.3 points.

# School and Student Performance Data

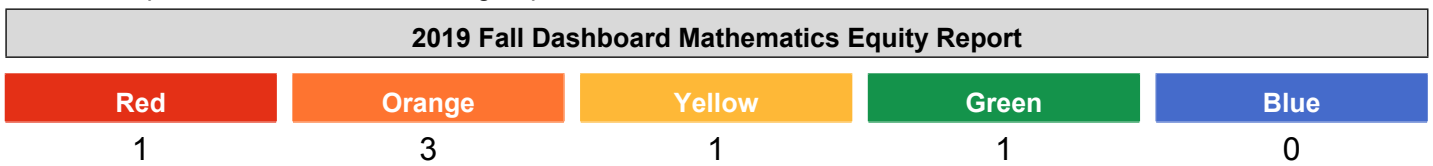
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 19.2 points below standard Declined -7.9 points 527	<p><b>English Learners</b></p> Orange 78.8 points below standard Maintained -1.7 points 53	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 52.3 points below standard Maintained ++0.9 points 186	<p><b>Students with Disabilities</b></p> Red 143.4 points below standard Declined -9.6 points 61

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.9 points below standard Declined -8 points 202	 Green 6.4 points above standard Declined Significantly -19.7 points 41	 Pacific Islander	 Yellow 3.2 points below standard Declined -7.3 points 260

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.5 points below standard Declined Significantly -16.1 points 37	54.6 points above standard Increased Significantly ++22.8 points 16	13.3 points below standard Declined -10.4 points 463

#### Conclusions based on this data:

1. Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
2. Reclassified English Learners performed above standard and increased significantly by 20.2 points.
3. Our English Learners continue to perform below below standard and decreased slightly by 5 points.

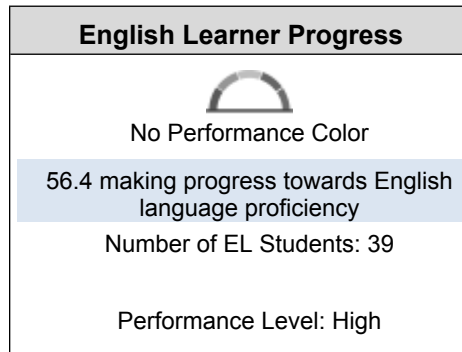
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.6	35.8	10.2	46.1

#### Conclusions based on this data:

1. Of 46 students, 34 of them are either Moderately or Well Developed in their English Learner Progress.

# School and Student Performance Data

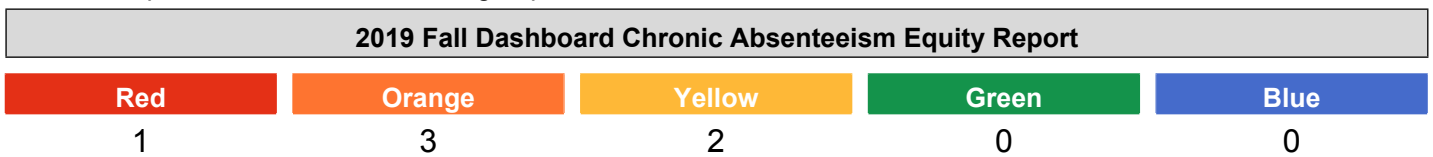
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>10.3</p> <p>Increased +2.1</p> <p>590</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>13.7</p> <p>Increased +5.2</p> <p>51</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>15.9</p> <p>Increased +2.5</p> <p>220</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>16.4</p> <p>Declined -2.5</p> <p>73</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -0.7 229	 Orange 9.3 Increased +4.7 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 11.2 Increased Significantly +4.4 285

**Conclusions based on this data:**

1. Student absenteeism rate for All Students was maintained with approximately 8% of students being chronically absent.
2. The absenteeism rate for our English Learners declined by almost 1%.
3. Our Socioeconomically Disadvantaged students slightly declined in the absenteeism rate by 0.5%.

# School and Student Performance Data

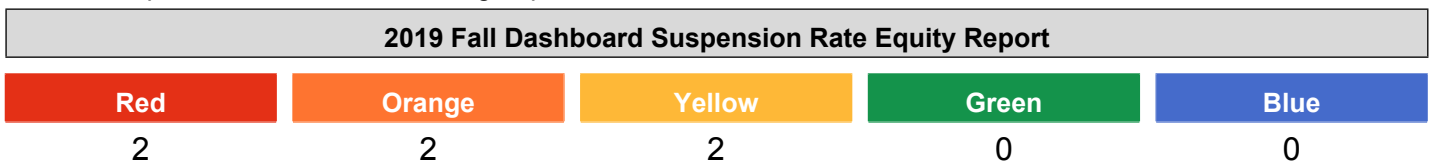
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>8.7</p> <p>Increased +1.7</p> <p>599</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>11.5</p> <p>Declined -3</p> <p>52</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>15.6</p> <p>Increased Significantly +4.9</p> <p>224</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.2</p> <p>Increased +7.5</p> <p>76</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 10 Increased Significantly +4.7 231	 Orange 7.1 Increased +7.1 56	 No Performance Color Less than 11 Students - Data 0	 Yellow 8.3 Declined -1.3 289

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
7	7	8.7

**Conclusions based on this data:**

1. Our white and Hispanic subgroups have the highest suspension rate, however the suspension rate for Hispanic declined by 2.3%
2. Overall suspension percentage has remained steady with approximately 7% of students getting suspended at least one time during the school year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/exceeded standard	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The English Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.		
Increase implementation of intervention within the school day from one 30-minute block per week to four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through	Due to the challenges of distance learning and the schedule that came about as a result, intervention was put on hold as there wasn't structured time within the school day to address various learning needs.	Software licenses: Reading Plus. 0000: Unrestricted LCFF - Supplemental 7985.00	Software licenses: Reading Plus, IXL 0000: Unrestricted LCFF - Supplemental 3300.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>			
<p>Teachers will have opportunities to attend training on California State Standards focused workshops that address literacy needs. These may be sponsored by the district or by the County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.</p>	<p>Teachers did not attend conferences or workshops due to the restrictions associated with COVID-19.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3000.00</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00</p>
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Additional morning intervention times could be added.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, students did not have access to computer labs or tutoring before and/or after school.</p>	<p>Computer access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 3580.00</p>	<p>Computer Access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 0.00</p>

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly departmental PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

Due to the restrictions associated with COVID-19, proposed expenditures were largely unused. Teachers did not attend conferences or workshops and tutoring and/or computer lab access were not available and therefore not staffed.

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

This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. PLCs for OJHS departments will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.	The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.</p> <p>As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support. The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school, out of necessity, needed to devote much more of its focus to compliance with COVID-19 health guidelines.</p> <p>When in-person instruction resumed on</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 2500.00</p>	<p>PBIS Rewards Incentives for Students 4000-4999: Books And Supplies LCFF - Supplemental 2000.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, and the Yearbook Class.</p>	<p>campus, more attention needed to be paid to cohorting, physical distancing, and mask-wearing than the school's pre-pandemic behavioral matrix. For the most part student clubs and organizations also went on hiatus. The adviser of the Student Council/ASB did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p>Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-2020 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, extracurricular activities and enrichments were on hiatus.</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies Site Formula Funds 2000.00</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies Site Formula Funds 0.00</p>
<p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible</p>	<p>Teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>	<p>Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies Site Formula Funds 1500.00</p>	<p>Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies Site Formula Funds 0.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>			

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

Due to the restrictions associated with COVID-19 and distance learning, extracurricular activities and enrichment activities were on hiatus.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 3

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 CAASPP mathematics testing was not administered.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.	PLC time (late start, Staff development days) None Specified District Funded 0	PLC time (late start, Staff development days) None Specified District Funded 0
Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County	Teachers did not attend conferences or workshops due to the restrictions associated with COVID-19.	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3000.00	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.</p>			
<p>Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>	<p>Teachers utilized Engage NY, IXL math and the digital components of CPM during distance learning. District funded these digital licenses.</p>	<p>Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12000.00</p>	<p>Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.</p>	<p>Due to the restrictions associated with COVID-19 and distance learning, students did not have access to computer labs or tutoring before and/or after school.</p>	<p>See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries Other 0</p>	<p>See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Increase implementation of intervention within the school day from one 30 minute block per week to four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective,</p>	<p>Due to the challenges of distance learning and the schedule that came about as a result, intervention was put on hold as there wasn't structured time within the school day to address various learning needs.</p>	<p>See Goal 1 Strategy 1 for actual amount. 4000-4999: Books And Supplies LCFF - Supplemental 1500.00</p>	<p>See Goal 1 Strategy 1 for actual amount. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
research-based interventions for at risk students.			

**Analysis**

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

Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Teachers reported some difficulty with math instruction during distance learning because the district's math curriculum (CPM) is designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

Due to the restrictions associated with COVID-19, proposed expenditures were largely unused. Teachers didn't attend conferences or workshops and tutoring and/or computer lab access wasn't available and therefore was not staffed.

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

For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate Chronic Absenteeism Rate	Maintain or increase attendance rate to 98% for all students and each subgroup.  Decrease Chronic Absenteeism by 2% for all students and each subgroup.	Attendance rate for the school year: 93%

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and internet access, and coached students and parents on how to log in to virtual meetings.	Attendance Incentives 4000-4999: Books And Supplies Site Formula Funds 1000.00	Attendance Incentives 4000-4999: Books And Supplies Site Formula Funds 0.00
Improve the attendance rate and decrease chronic absenteeism for all	The School Attendance Review Board (SARB) was not a viable option for		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students through the School Attendance Review Board process.</p>	<p>schools in 2020-2021 because the District Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small-group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance.</p>		
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>Teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

Attendance incentives were not utilized due to the restrictions of COVID19.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p> <p>Baseline data: In October 2020, students and parents were surveyed on the level of caring they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (80%), notice when they are not there (74%), listen to them when they have something to say (79%), are there for them when they have a problem or concern (82%), and believe they will be a success (82%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (74%), teachers communicate with parents about what students are expected to learn (64%), parents feel welcome to be involved in the school (59%), there is someone at school to talk to about a problem or concern (65%), and school staff take parent concerns seriously (58%).</p>	<p>In October 2021, students and parents were surveyed on the level of caring they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (70%), notice when they are not there (70%), listen to them when they have something to say (71%), are there for them when they have a problem or concern (69%), and believe they will be a success (71%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (71%), teachers communicate with parents about what students are expected to learn (69%), parents feel welcome to be involved in the school (54%), there is someone at school to talk to about a problem or concern (54%), and school staff take parent concerns seriously (64%).</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers and schools will emphasize teacher-	Teachers prioritized teacher-student	Parent Square Communication Platform	Parent Square Communication Platform

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular availability during distance and blended learning.</p>	<p>relationships throughout the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p>	<p>None Specified District Funded 0</p>	<p>None Specified District Funded 0</p>
<p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse. Students and families were appreciative of the district's distribution of a technology device to each student. Some families needed assistance with internet access and were issued hot spots. The Technology Department scheduled regular availability to families and assisted many. After-hours academic support from hourly support teachers was made available. The support was promoted by</p>	<p>Parent Education Nights None Specified District Funded 0</p>	<p>Parent Education Nights None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
offerings via Zoom and other virtual platforms.	school administration but only a limited number of students capitalized. The district offered some parent education workshops virtually and found that parent attendance increased. The school offered a virtual Back to School Night. Many parents commented that they appreciated being able to participate in district and school meetings while remaining at home.		
		None Specified District Funded	None Specified District Funded
		None Specified District Funded	
		None Specified None Specified	

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No differences between Proposed Expenditures and Actual Expenditures



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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Improving student achievement in language arts by providing and supporting engaging and high quality instruction which promotes active learning and maximizes student achievement in the area of language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/exceeded standard	2018 CAASPP Results % Met or Exceeded Standards  54.5% All Students 13.51% EL Students 14.81% Special Education Students 38.95% SES 43.55% Hispanic Students 59.92% White Students	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard

### Planned Strategies/Activities

#### Strategy/Activity 1

The English Department will continuously look at data related to this goal and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

9/21-9/22

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue implementation of intervention during the school day for four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students who are below standard in Reading through various district approved diagnostic screenings and assessments.

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

**Amount**

4000.00

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Software licenses: Reading Plus, IXL for Language Arts

### Strategy/Activity 3

Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5108.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and Workshops

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions and Climate: Suspension/Expulsion

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2018-19:  7% Suspension Rate 14.6% - English Learners 1.7% - Students with Disabilities 0% - Two or more races 9.6% - White 5.3% Hispanic/Latino 10.7% Socioeconomically Disadvantaged	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.

### Planned Strategies/Activities

#### Strategy/Activity 1

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library maker-space, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives.

### Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2021-2022 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

### Strategy/Activity 3

Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

The school will also be piloting the use of Therapy Dogs quarterly in Physical Education classes.

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

All Students.

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Honor Roll, Student of the Month, and Youth of the Month..

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Goal: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	2019 CAASPP Results % Met or Exceeded Standard  46% All Students 10.81% English Learners 9.26% Special Education 34.21% SES 36.36% Hispanic 51.52% White	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All students.



## Timeline

Ongoing

## Person(s) Responsible

Admin/Staff/TOSAs

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	PLC time (late start, Staff development days)

## Strategy/Activity 2

Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

9/19-6/20

## Person(s) Responsible

Administration and Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences and Workshops/Substitutes for classroom teachers

## Strategy/Activity 3

Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology

### Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before/After school computer access/tutoring.

### Strategy/Activity 5

Continue implementation of intervention during the school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students identified by various district approved universal screenings as needing intervention in math.

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin/TOSA/District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2500.00
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<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	math intervention

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Student attendance rate for 2019-2020 was at 90%.	Increase attendance rate to 98% for all students and each subgroup.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2019-2020 9.7% "All" Students 14.6% English Learner 25.93% Low SES 10.53% Students with Disabilities 6.9% White 11.2% Hispanic	Decrease Chronic Absenteeism by 8% for all students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

### Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.

### Students to be Served by this Strategy/Activity

All students identified as chronically absent.

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/District/Counselor

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey Healthy Kids Survey	<p>October 2021: Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (70%), notice when they are not there (70%), listen to them when they have something to say (71%), are there for them when they have a problem or concern (69%), and believe they will be a success (71%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the school staff communicate with parents about what is happening at the school (71%), teachers communicate with parents about what students are expected to learn (69%), parents feel welcome to be</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>

Metric/Indicator	Baseline	Expected Outcome
	involved in the school (69%), there is someone at school to talk to about a problem or concern (79%), and school staff take parents concerns seriously (60%).	

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships throughout the 2021-2021 school year. Regular lessons in social/emotional learning will be planned weekly.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lessons in Social/emotional learning (SEL)

### Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent Education Nights



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	33,608.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds	0	0.00
LCFF - Supplemental	33608.00	0.00
Other	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	33,608.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	6,000.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00

# School Site Council Membership

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

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

Name of Members	Role
Kelly Osborne	Principal
Ernie Salinas	Classroom Teacher
Kacie Jackson	Classroom Teacher
Kelli Zamudio	Other School Staff
Jen O'Kane	Other School Staff
Joel Arrellano	Parent or Community Member
Lisa Lopez	Parent or Community Member
Sophia O'Kane	Secondary Student
Jordan Lopez	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:



Principal, Kelly Osborne on November 18, 2021



SSC Chairperson, Ernie Salinas on November 18, 2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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



## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Olga L. Reed School
<b>Address</b>	480 Centennial Street, P.O. Box 318 Los Alamos, CA 93440
<b>County-District-School (CDS) Code</b>	42-69237-6045702
<b>Principal</b>	Jared Banks
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 30, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	November 30, 2021
<b>Local Board Approval Date</b>	December 15, 2021

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Stakeholder Involvement ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 13
  - Student Population ..... 17
  - Overall Performance ..... 18
  - Academic Performance ..... 19
  - Academic Engagement ..... 24
  - Conditions & Climate..... 26
- Annual Review and Update ..... 28
  - Goal 1 ..... 28
  - Goal 2..... 33
  - Goal 3..... 37
  - Goal 4..... 40
  - Goal 5..... 44
- Goals, Strategies, & Proposed Expenditures ..... 47
  - Goal 1 ..... 47
  - Goal 2..... 52
  - Goal 3..... 57
  - Goal 4..... 60
  - Goal 5..... 63
- Budget Summary and Consolidation ..... 66
  - Budget Summary ..... 66
  - Allocations by Funding Source..... 66
  - Expenditures by Funding Source ..... 67
  - Expenditures by Budget Reference ..... 68
  - Expenditures by Budget Reference and Funding Source ..... 69
- School Site Council Membership ..... 70
- Recommendations and Assurances ..... 71
- Addendum..... 72
  - Instructions: Linked Table of Contents ..... 72

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....75  
Appendix B: Select State and Federal Programs.....77

# School Vision and Mission

## The School Vision

Every child is prepared, encouraged, and inspired to reach his or her potential.

## The Mission

To provide every student a high-quality learning environment and the tools needed to be a lifelong learner and a responsible citizen.

## The Expectations

- Students achieve or exceed grade level expectations
- Students are inspired to be lifelong learners
- Students think critically and creatively to solve problems independently and cooperatively
- Students maintain high standards of performance
- Students use technology to gather, utilize, and exchange information
- Students demonstrate responsibility and respect for others and their surroundings
- Students realize and understand their personal potential
- The school provides a safe, clean, and stimulating environment
- School staff are nurturing, creative, and inspirational, and also serve as role models for students
- School meets and exceeds educational requirements
- School maintains a constant review of the educational process and implement changes needed
- Parents or guardians are partners in the teaching and learning process
- Parents or guardians are knowledgeable in what the child is experiencing at school
- Parents or guardians understand and support what is expected of the child at school

# School Profile

Olga L. Reed School is a rural, TK-8 school with 187 students as of this writing. The school is a centerpiece of the small community of Los Alamos. Most parents work on the farms, ranches, and vineyards of Los Alamos, the nearby Santa Ynez Valley, and the Santa Maria Valley. The school plays a prominent role in community events such as the annual Old Days Celebration in late September and community initiatives such as the establishment of a community library on campus. The Los Alamos Community Library occupies a corner of the school site and is open to school families and the community four weekday afternoons and all day on Saturday.

From its inception until July 2011, Olga Reed was the lone school in the Los Alamos School District. In July 2011, the school and district were assimilated into the larger Orcutt Union School District. The 2021-2022 school year is Olga Reed's 11th with Orcutt. Due to the need to tighten expenditures districtwide, Olga Reed (like several other district schools) raised class sizes in the upper grades in 2020-2021 and is staffed with one fewer classroom teaching position.

For Olga Reed, this school year marks the seventh year of sharing a campus with the Orcutt Academy's TK-8 program. OA has 140 students in grades TK-8, and it occupies six rooms on the Helena Street side of the Los Alamos campus. OA has a separate program and a separate daily schedule, but it shares a lunchtime and programs such as physical education and classroom music with Olga Reed. In addition, the two schools' separate Parent Teacher Student Association (PTSA) units collaborate on school events such as a Harvest Festival in October, a Family Movie Night, and a Staff Appreciation Luncheon. This year, in association with the districtwide need to reduce expenses, Olga Reed and OAK-8 are sharing an office, with an office manager and an office assistant serving both schools.

Olga Reed has a predominantly Hispanic student body with significant socioeconomic need. Of the 183 students enrolled for 2021-2022, 43.3% are English Learners, 10.6% are Special Education students, and 81.42% are socioeconomically disadvantaged.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Student Association (PTSA), and School Site Council.



## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA and Annual Review and Update were discussed at a School Leadership Team meeting on September 20, 2021. The meeting agenda included a thorough review of NWEA data and California School Dashboard ratings and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff at the staff meeting of October 6, 2021 and from English Learner parents at ELAC on October 26, 2021.

The School Site Council met to edit and approve a draft of the SPSA on November 30, 2021. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Site Council on November 30, 2021.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1%	1%	1.6%	2	2	3
African American	1%	1.5%	0.5%	2	3	1
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	84%	82%	81.8%	168	164	153
Pacific Islander	%	0%	%		0	
White	12%	14%	14.4%	24	28	27
Multiple/No Response	%	0%	1.6%		3	3
<b>Total Enrollment</b>				200	200	187

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	24	17	17
Grade 1	26	24	16
Grade 2	22	26	22
Grade 3	15	22	27
Grade 4	28	15	22
Grade 5	23	28	14
Grade 6	19	25	27
Grade 7	21	21	22
Grade 8	22	22	20
<b>Total Enrollment</b>	200	200	187

### Conclusions based on this data:

- Olga Reed's student enrollment is declining slightly each year, with incoming Transitional Kindergarten and kindergarten students not exceeding the number of graduating eighth graders each year. Anecdotally, school staff are hearing that home prices in Los Alamos are rising to levels too expensive for working families. Additionally, no new developments are planned for Los Alamos that are likely to attract families with school-age children.
- The Hispanic subgroup is growing. This validates the school's efforts to plan outreach to families through the community liaison and activities such as the schoolwide Cinco de Mayo Celebration that embrace Hispanic culture.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	119	103	88	59.5%	51.5%	47.1%
Fluent English Proficient (FEP)	12	23	25	6.0%	11.5%	13.4%
Reclassified Fluent English Proficient (RFEP)	2	13	12	1.6%	10.9%	11.7%

### Conclusions based on this data:

1. Olga Reed's English Learner subgroup has remained constant at nearly 60 percent of the student population. This validates the school's efforts with English Language Development (ELD), especially the afternoon rotation for designated ELD.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22	23	15	22	23	14	22	23	14	100	100	93.3
Grade 4	22	25	29	22	24	28	22	24	28	100	96	96.6
Grade 5	22	21	23	22	21	23	22	21	23	100	100	100
Grade 6	24	24	21	23	24	21	23	24	21	95.8	100	100
Grade 7	21	24	22	21	24	22	21	24	22	100	100	100
Grade 8	24	24	23	24	23	23	24	23	23	100	95.8	100
All Grades	135	141	133	134	139	131	134	139	131	99.3	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2348.3	2373.3	2394.6	4.55	4.35	0.00	13.64	13.04	21.43	13.64	43.48	50.00	68.18	39.13	28.57
Grade 4	2387.0	2378.1	2430.4	4.55	4.17	14.29	13.64	0.00	21.43	22.73	29.17	17.86	59.09	66.67	46.43
Grade 5	2451.3	2427.5	2438.8	4.55	9.52	0.00	22.73	19.05	30.43	36.36	14.29	21.74	36.36	57.14	47.83
Grade 6	2473.3	2518.0	2474.2	4.35	12.50	14.29	17.39	41.67	19.05	34.78	20.83	14.29	43.48	25.00	52.38
Grade 7	2499.1	2546.6	2553.9	9.52	8.33	0.00	23.81	41.67	59.09	33.33	25.00	22.73	33.33	25.00	18.18
Grade 8	2579.0	2557.9	2575.5	12.50	4.35	13.04	37.50	39.13	39.13	37.50	39.13	34.78	12.50	17.39	13.04
All Grades	N/A	N/A	N/A	6.72	7.19	7.63	21.64	25.90	32.06	29.85	28.78	25.19	41.79	38.13	35.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	17.39	7.14	31.82	34.78	78.57	63.64	47.83	14.29
Grade 4	4.55	4.17	14.29	40.91	41.67	50.00	54.55	54.17	35.71
Grade 5	4.55	9.52	17.39	68.18	38.10	34.78	27.27	52.38	47.83
Grade 6	0.00	8.33	14.29	56.52	62.50	33.33	43.48	29.17	52.38
Grade 7	4.76	16.67	18.18	47.62	54.17	59.09	47.62	29.17	22.73
Grade 8	33.33	8.70	13.04	41.67	73.91	73.91	25.00	17.39	13.04
All Grades	8.96	10.79	14.50	47.76	51.08	53.44	43.28	38.13	32.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	4.35	14.29	22.73	34.78	50.00	68.18	60.87	35.71
Grade 4	4.55	4.17	10.71	27.27	29.17	53.57	68.18	66.67	35.71
Grade 5	13.64	14.29	8.70	45.45	38.10	52.17	40.91	47.62	39.13
Grade 6	4.35	25.00	14.29	52.17	45.83	47.62	43.48	29.17	38.10
Grade 7	9.52	16.67	36.36	42.86	66.67	50.00	47.62	16.67	13.64
Grade 8	20.83	13.04	30.43	58.33	69.57	56.52	20.83	17.39	13.04
All Grades	10.45	12.95	19.08	41.79	47.48	51.91	47.76	39.57	29.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	13.04	0.00	68.18	56.52	85.71	27.27	30.43	14.29
Grade 4	0.00	4.17	21.43	50.00	66.67	60.71	50.00	29.17	17.86
Grade 5	4.55	14.29	4.35	68.18	47.62	69.57	27.27	38.10	26.09
Grade 6	4.35	8.33	9.52	73.91	75.00	47.62	21.74	16.67	42.86
Grade 7	14.29	16.67	22.73	47.62	66.67	54.55	38.10	16.67	22.73
Grade 8	16.67	4.35	8.70	79.17	73.91	82.61	4.17	21.74	8.70
All Grades	7.46	10.07	12.21	64.93	64.75	65.65	27.61	25.18	22.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	8.70	0.00	36.36	47.83	57.14	59.09	43.48	42.86
Grade 4	13.64	8.33	7.14	40.91	33.33	39.29	45.45	58.33	53.57
Grade 5	18.18	9.52	8.70	40.91	33.33	39.13	40.91	57.14	52.17
Grade 6	8.70	29.17	19.05	52.17	54.17	38.10	39.13	16.67	42.86
Grade 7	19.05	12.50	27.27	47.62	70.83	40.91	33.33	16.67	31.82
Grade 8	29.17	17.39	21.74	54.17	60.87	65.22	16.67	21.74	13.04
All Grades	15.67	14.39	14.50	45.52	50.36	45.80	38.81	35.25	39.69

**Conclusions based on this data:**

1. Student achievement in English/language arts increased from 33.1 percent proficient or above in 2018 to 39.7 percent proficient or above in 2019. All grade levels except sixth grade made gains in proficiency. This is a notable accomplishment and validates staff's efforts with initial classroom instruction and reading intervention.
2. Proficiency generally rises as the grade levels progress. By seventh and eighth grades, proficiency in E/LA has risen to 59 and 52 percent respectively.
3. Of the sub-areas within English/language arts, the highest is Listening (77.86% near, at, or above standard) and the lowest is Research/Inquiry (60.30%). Writing performance grew substantially, from 60.43% near, at, or above standard in 2018 to 69.46% in 2019. This validates staff's decision to make "Citing Evidence Across the Curriculum"

a focus area for initial classroom instruction. The rationale was that more practice in citing evidence in support of arguments or claims will contribute to improved performance in Writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22	23	15	22	23	15	22	23	15	100	100	100
Grade 4	22	25	29	22	25	29	22	25	29	100	100	100
Grade 5	22	21	23	22	21	23	22	21	23	100	100	100
Grade 6	24	24	21	24	24	21	24	24	21	100	100	100
Grade 7	21	24	22	21	24	22	21	24	22	100	100	100
Grade 8	24	24	23	24	23	22	24	23	22	100	95.8	95.7
All Grades	135	141	133	135	140	132	135	140	132	100	99.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.5	2383.9	2384.5	4.55	4.35	6.67	9.09	8.70	13.33	36.36	21.74	33.33	50.00	65.22	46.67
Grade 4	2395.5	2407.6	2424.5	9.09	4.00	6.90	9.09	4.00	10.34	22.73	44.00	37.93	59.09	48.00	44.83
Grade 5	2432.8	2413.4	2431.2	4.55	4.76	4.35	0.00	14.29	4.35	45.45	9.52	21.74	50.00	71.43	69.57
Grade 6	2476.0	2493.1	2461.8	4.17	12.50	9.52	16.67	8.33	14.29	45.83	45.83	9.52	33.33	33.33	66.67
Grade 7	2502.0	2571.4	2520.9	4.76	16.67	9.09	23.81	37.50	22.73	23.81	33.33	36.36	47.62	12.50	31.82
Grade 8	2578.7	2560.3	2582.7	16.67	26.09	18.18	29.17	17.39	36.36	33.33	26.09	27.27	20.83	30.43	18.18
All Grades	N/A	N/A	N/A	7.41	11.43	9.09	14.81	15.00	16.67	34.81	30.71	28.03	42.96	42.86	46.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	8.70	6.67	50.00	34.78	40.00	45.45	56.52	53.33
Grade 4	9.09	8.00	10.34	18.18	12.00	17.24	72.73	80.00	72.41
Grade 5	4.55	14.29	8.70	9.09	4.76	13.04	86.36	80.95	78.26
Grade 6	4.17	12.50	23.81	37.50	33.33	9.52	58.33	54.17	66.67
Grade 7	19.05	33.33	18.18	14.29	50.00	36.36	66.67	16.67	45.45
Grade 8	29.17	26.09	27.27	50.00	39.13	45.45	20.83	34.78	27.27
All Grades	11.85	17.14	15.91	30.37	29.29	25.76	57.78	53.57	58.33

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.55	8.70	20.00	50.00	43.48	20.00	45.45	47.83	60.00
<b>Grade 4</b>	9.09	8.00	6.90	31.82	28.00	41.38	59.09	64.00	51.72
<b>Grade 5</b>	4.55	4.76	4.35	36.36	28.57	30.43	59.09	66.67	65.22
<b>Grade 6</b>	4.17	8.33	14.29	41.67	41.67	14.29	54.17	50.00	71.43
<b>Grade 7</b>	14.29	20.83	18.18	42.86	62.50	59.09	42.86	16.67	22.73
<b>Grade 8</b>	25.00	26.09	31.82	41.67	47.83	50.00	33.33	26.09	18.18
<b>All Grades</b>	10.37	12.86	15.15	40.74	42.14	37.12	48.89	45.00	47.73

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.64	8.70	6.67	40.91	26.09	53.33	45.45	65.22	40.00
<b>Grade 4</b>	9.09	4.00	17.24	45.45	24.00	37.93	45.45	72.00	44.83
<b>Grade 5</b>	0.00	4.76	4.35	36.36	14.29	34.78	63.64	80.95	60.87
<b>Grade 6</b>	8.33	12.50	14.29	54.17	50.00	28.57	37.50	37.50	57.14
<b>Grade 7</b>	9.52	16.67	9.09	52.38	66.67	59.09	38.10	16.67	31.82
<b>Grade 8</b>	20.83	26.09	22.73	70.83	56.52	63.64	8.33	17.39	13.64
<b>All Grades</b>	10.37	12.14	12.88	50.37	40.00	45.45	39.26	47.86	41.67

**Conclusions based on this data:**

1. Mathematics achievement declined slightly from 26.4 percent in 2018 to 25.8 percent in 2019. Meantime, all grade levels except fifth and seventh grades increased in proficiency. Facing the incongruity of declining overall proficiency while most grade levels are improving, staff will seize on the grade-level improvements as validation for improvements in Tier 1 math instruction.
2. As with E/LA, math achievement generally rises as the grade levels progress. By seventh and eighth grades, proficiency stands at 32 and 54 percent respectively.
3. Of the sub-areas within Math, the highest was Communicating Reasoning (58.3% near, at, or above standard) and the lowest was Math Concepts and Procedures (41.7%). Staff have responded to low Math Concepts and Procedures proficiency by continuing to make "Math Number Sense" a focus area for classroom instruction again. Grade levels have identified "must-know" math facts and procedures that teachers will continue to focus on in their planning for both initial math instruction and math intervention. Additionally, teachers will be made aware of the "hinge standards" in math that have been identified by district math consultant Michele Douglass.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1475.5	1468.6	1462.6	1465.6	1505.4	1475.4	18	14
Grade 1	1440.3	1470.9	1451.6	1477.0	1428.6	1464.3	13	14
Grade 2	*	1480.1	*	1479.6	*	1480.2	*	12
Grade 3	1513.3	*	1508.5	*	1517.5	*	15	6
Grade 4	1500.9	1515.7	1505.0	1516.4	1496.4	1514.6	16	14
Grade 5	1516.8	1546.2	1512.6	1551.5	1520.3	1540.4	13	15
Grade 6	1578.5	1552.5	1582.0	1560.1	1574.3	1544.5	15	11
Grade 7	1577.5	*	1593.0	*	1561.5	*	13	10
Grade 8	1585.2	1591.0	1583.6	1593.8	1586.4	1587.7	14	12
All Grades							125	108

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.78	28.57	*	57.14	*	14.29		0.00	18	14
1	*	14.29	*	71.43	*	14.29	*	0.00	13	14
2	*	8.33	*	50.00		41.67		0.00	*	12
3	*	*	*	*	*	*	*	*	15	*
4	*	21.43	*	42.86	*	28.57	*	7.14	16	14
5	*	26.67	*	60.00	*	13.33	*	0.00	13	15
6	80.00	36.36	*	36.36	*	18.18		9.09	15	11
7	*	*	*	*	*	*		*	13	*
8	*	41.67	*	58.33	*	0.00		0.00	14	12
All Grades	50.40	27.78	29.60	51.85	15.20	17.59	*	2.78	125	108

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	72.22	35.71	*	50.00	*	14.29	*	0.00	18	14
<b>1</b>	*	28.57	*	50.00	*	21.43		0.00	13	14
<b>2</b>	*	16.67	*	75.00		8.33		0.00	*	12
<b>3</b>	*	*	*	*	*	*	*	*	15	*
<b>4</b>	*	57.14	*	28.57		7.14	*	7.14	16	14
<b>5</b>	*	53.33	*	33.33	*	13.33	*	0.00	13	15
<b>6</b>	86.67	54.55	*	27.27		18.18		0.00	15	11
<b>7</b>	*	*	*	*		*		*	13	*
<b>8</b>	*	58.33	*	41.67	*	0.00		0.00	14	12
<b>All Grades</b>	63.20	44.44	26.40	42.59	*	11.11	*	1.85	125	108

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	88.89	21.43	*	71.43	*	7.14		0.00	18	14
<b>1</b>	*	14.29	*	14.29	*	71.43	*	0.00	13	14
<b>2</b>	*	8.33		33.33	*	50.00		8.33	*	12
<b>3</b>	*	*	*	*	*	*	*	*	15	*
<b>4</b>	*	7.14	*	28.57	*	50.00	*	14.29	16	14
<b>5</b>	*	6.67	*	13.33	*	80.00	*	0.00	13	15
<b>6</b>	*	9.09	*	27.27	*	45.45	*	18.18	15	11
<b>7</b>	*	*	*	*	*	*	*	*	13	*
<b>8</b>	*	16.67	*	66.67	*	16.67		0.00	14	12
<b>All Grades</b>	43.20	12.04	16.80	36.11	27.20	45.37	12.80	6.48	125	108

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	83.33	42.86	*	57.14		0.00	18	14
<b>1</b>	*	57.14	*	42.86	*	0.00	13	14
<b>2</b>	*	25.00	*	75.00		0.00	*	12
<b>3</b>	*	*	*	*	*	*	15	*
<b>4</b>	*	35.71	*	57.14	*	7.14	16	14
<b>5</b>	*	13.33	*	86.67	*	0.00	13	15
<b>6</b>	73.33	36.36	*	45.45		18.18	15	11
<b>7</b>	*	*	*	*		*	13	*
<b>8</b>	*	50.00	*	50.00	*	0.00	14	12
<b>All Grades</b>	62.40	37.96	32.80	58.33	*	3.70	125	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	42.86	*	57.14	*	0.00	18	14
<b>1</b>	*	14.29	*	85.71	*	0.00	13	14
<b>2</b>	*	16.67	*	83.33		0.00	*	12
<b>3</b>	*	*	*	*	*	*	15	*
<b>4</b>	*	57.14	*	35.71	*	7.14	16	14
<b>5</b>	*	86.67	*	13.33	*	0.00	13	15
<b>6</b>	86.67	81.82	*	18.18		0.00	15	11
<b>7</b>	84.62	*	*	*		*	13	*
<b>8</b>	78.57	83.33	*	16.67		0.00	14	12
<b>All Grades</b>	64.80	57.41	27.20	40.74	*	1.85	125	108

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	83.33	14.29	*	85.71		0.00	18	14
1	*	14.29		78.57	*	7.14	13	14
2	*	0.00	*	91.67	*	8.33	*	12
3	*	*	*	*	*	*	15	*
4	*	14.29	75.00	50.00	*	35.71	16	14
5	*	6.67	*	93.33	*	0.00	13	15
6	*	9.09	*	63.64	*	27.27	15	11
7	*	*	*	*	*	*	13	*
8	*	41.67	*	50.00	*	8.33	14	12
<b>All Grades</b>	43.20	13.89	32.00	75.00	24.80	11.11	125	108

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.78	92.86	*	7.14		0.00	18	14
1	*	14.29	*	85.71	*	0.00	13	14
2	*	8.33	*	91.67		0.00	*	12
3	*	*	*	*	*	*	15	*
4	*	7.14	*	85.71	*	7.14	16	14
5	*	6.67	*	93.33	*	0.00	13	15
6	*	18.18	73.33	81.82		0.00	15	11
7	*	*	84.62	*		*	13	*
8	*	0.00	*	100.00		0.00	14	12
<b>All Grades</b>	38.40	22.22	56.80	75.00	*	2.78	125	108

**Conclusions based on this data:**

1. Because Olga Reed is a small school, English Learners come in statistically insignificant numbers even though they represent nearly 60 percent of the school's population. It is difficult to draw inferences from this data.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>200</b>	<b>81.0</b>	<b>51.5</b>	<b>1.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	103	51.5
<b>Foster Youth</b>	3	1.5
<b>Socioeconomically Disadvantaged</b>	162	81.0
<b>Students with Disabilities</b>	25	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	3	1.5
<b>American Indian</b>	2	1.0
<b>Hispanic</b>	164	82.0
<b>Two or More Races</b>	3	1.5
<b>White</b>	28	14.0

### Conclusions based on this data:




1. The school's percentages of students who are socioeconomically disadvantaged, English Learners, and/or students with disabilities have remained notably stable in the past three years.
2. The percentages of unduplicated students by ethnicity closely mirror the school's ethnic composition.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. In Academic Performance, Olga Reed has a yellow rating in English/language arts even as E/LA achievement increased by 11.1 points. Math has a yellow rating and reflects an improvement of 10.8 points. The English Learner Progress indicator has no color due to statistically insignificant numbers of students.
2. In Academic Engagement, Olga Reed has a green rating for the Chronic Absenteeism indicator. Some 8.8% of students are chronically absent (absent > 10% of school days), but this went down by 1.1% from the previous year.
3. In Conditions & Climate, Olga Reed has a green rating for its Suspension Rate of 1.8% of students suspended at least once. The suspension rate declined 2.4% from the previous year.

# School and Student Performance Data

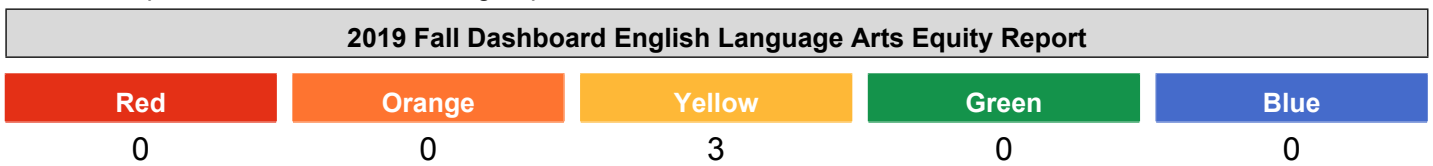
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>30.9 points below standard</p> <p>Increased ++12.1 points</p> <p>125</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>34.4 points below standard</p> <p>Increased Significantly ++17 points 79</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>38 points below standard</p> <p>Increased Significantly ++16.2 points 98</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>76 points below standard</p> <p>Increased Significantly ++22.6 points 15</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.9 points below standard Increased ++13 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 5.1 points above standard Increased ++10.2 points 18

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
59.8 points below standard Maintained -0.5 points 63	65.4 points above standard 16	26.7 points below standard Increased ++4.3 points 42

**Conclusions based on this data:**

- No significant equity gaps can be seen between the performance of all students and the performance of subgroups. That said, the school as a whole and all subgroups are performing "below standard." The school needs to continue its focus on English/language arts.



# School and Student Performance Data

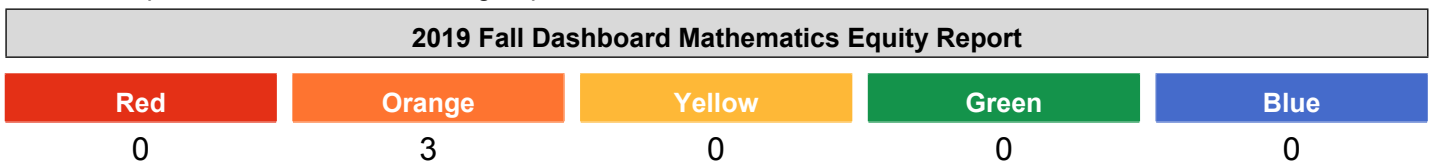
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 55 points below standard Maintained -1.4 points 125	<p><b>English Learners</b></p> Orange 62.2 points below standard Declined -3.9 points 79	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 63 points below standard Maintained ++1.3 points 98	<p><b>Students with Disabilities</b></p> No Performance Color 131.3 points below standard Maintained -2 points 15

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.9 points below standard Declined -3.2 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 13.3 points below standard Increased ++9.6 points 18

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.7 points below standard Declined Significantly -20.5 points 63	41.9 points above standard 16	45 points below standard Increased ++5.2 points 42

#### Conclusions based on this data:

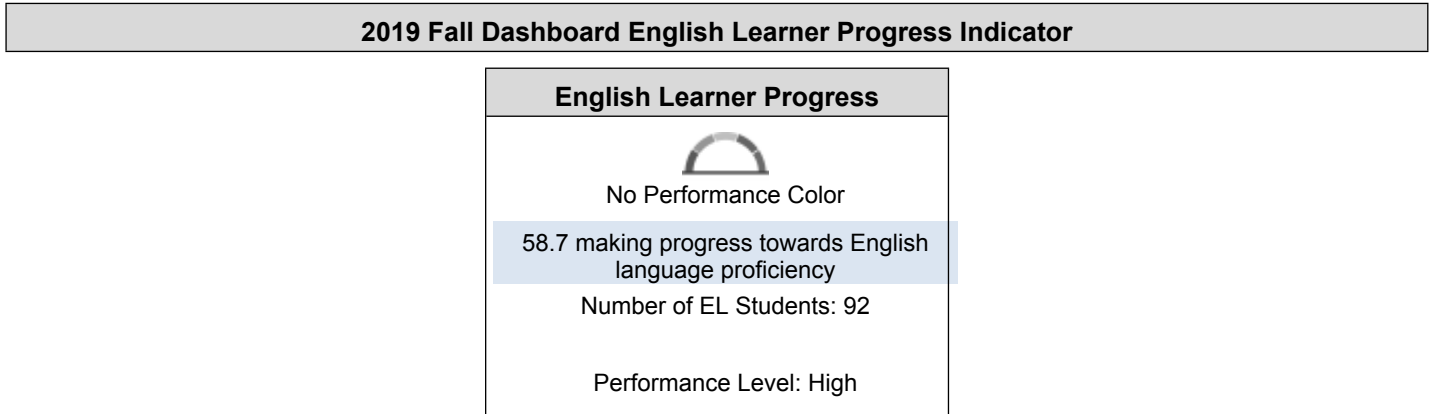
- As with English/language arts, no significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing well "below standard." Staff believe students can benefit from continued emphasis on math number sense. Staff will begin to use the Acadience Math assessment program this school year to realize data points on students' math ability and progress.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	21.7	18.4	40.2

### Conclusions based on this data:

- The majority of English Learners (80%) scored within Level 4 (Well Developed) and Level 3 (Moderately Developed). Still, Olga Reed has a significant percentage of English Learners (20%) who scored within Level 2 (Somewhat Developed) and Level 1 (Beginning Stage). This validates the school's efforts to run an afternoon ELD rotation.

# School and Student Performance Data

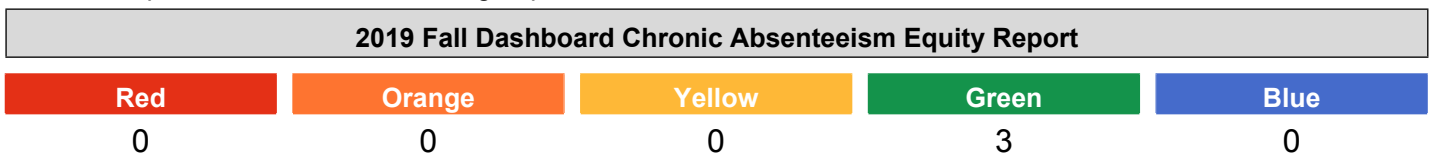
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>8.3</p> <p>Declined -0.5</p> <p>206</p>	<p><b>English Learners</b></p> <p>Green</p> <p>3.3</p> <p>Declined -0.7</p> <p>122</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.6</p> <p>Declined -1.5</p> <p>171</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>4.2</p> <p>Increased +4.2</p> <p>24</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.2 Declined -2.5 172	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 28 Increased +21.5 25

**Conclusions based on this data:**

- The Hispanic subgroup (7.8% chronically absent) and Socioeconomically Disadvantaged subgroup (9.1% chronically absent) show concerning rates of absenteeism. This data points to the need for more work with families from these subgroups.

# School and Student Performance Data

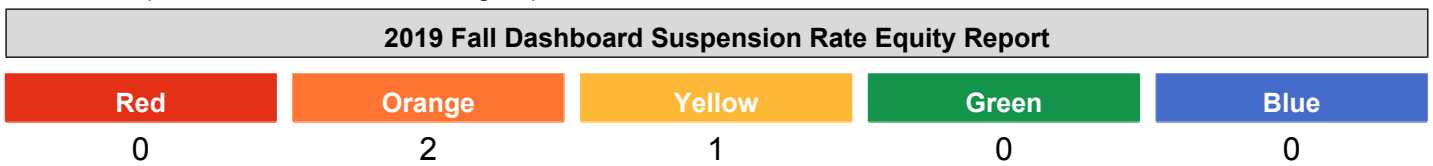
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Orange 2.9 Increased +1.1 206	<p><b>English Learners</b></p> Yellow 1.6 Maintained +0.1 122	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 2.9 Increased +0.7 171	<p><b>Students with Disabilities</b></p> No Performance Color 0 Declined -3.4 24

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">3</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">2</p>	<p align="center"><b>Asian</b></p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Orange</p> <p align="center">2.9</p> <p align="center">Increased +0.7</p> <p align="center">172</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">4</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">No Performance Color</p> <p align="center">4</p> <p align="center">Increased +4</p> <p align="center">25</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<p align="center"><b>2017</b></p>	<p align="center"><b>2018</b></p>	<p align="center"><b>2019</b></p>
	<p align="center">1.8</p>	<p align="center">2.9</p>

**Conclusions based on this data:**

- The percentage of students suspended in 2018 (1.8%) went down dramatically from the two previous years (4.4% in 2016, 4.2% in 2017).
- While low, the rate of suspension for students with disabilities (3.4%) is nearly double the percentage of students suspended schoolwide.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in English/language arts	E/LA proficiency will increase by 5% overall and in each subgroup	<p>Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. For full NWEA results, see box below.</p> <p>Results from Spring 2021 NWEA reading assessment:            Grades 1-8            10% Hi            14% HiAvg            20% Avg            23% LoAvg            34% Low</p>

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs.</p> <p>TOSAs continued to assist teachers at the TOSAs' assigned school sites and in the TOSAs' areas of focus. Additionally, the TOSAs</p>	<p>TOSA/Instructional Coach Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 50,000</p>	<p>TOSA/Instructional Coach Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 68,659</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in the Wonders curriculum for grades K-5.</p> <p>Olga Reed teachers will continue to emphasize citing evidence in writing as a focus area for initial classroom instruction (Tier 1).</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p> <p>One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by</p>	<p>planned voluntary professional development sessions each Monday afternoon. Topics ranged from techniques for teaching virtually to online components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter.</p> <p>English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
daily Imagine Learning lesson Tuesday through Friday.			
<p data-bbox="103 331 444 363"><b>B. Progress Monitoring</b></p> <p data-bbox="103 401 444 898">Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p data-bbox="103 936 444 1539">In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, end-of-unit textbook assessments, Focused Interim Assessment Blocks (IABs), a district writing performance assessment, and state CAASPP tests in E/LA.</p>	<p data-bbox="461 331 802 1171">Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level PLCs (or departmental PLCs for junior high schools and high school). Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.</p> <p data-bbox="461 1209 802 1371">Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>		
<p data-bbox="103 1591 444 1661"><b>C. Academic Intervention (Tier 2)</b></p> <p data-bbox="103 1698 444 1997">Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site</p>	<p data-bbox="461 1591 802 1997">The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year. With guidance and support from TOSAs, hourly support teachers administered Acadience tests to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs,</p>	<p data-bbox="818 1591 1159 1801">Hourly support teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 45,000</p> <p data-bbox="818 1818 1159 1919">Hourly support teachers 1000-1999: Certificated Personnel Salaries</p>	<p data-bbox="1175 1591 1516 1801">Hourly support teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 26,660</p> <p data-bbox="1175 1818 1516 1919">Hourly support teachers 1000-1999: Certificated Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.</p> <p>The ASES Program will be available after school to provide academic support to students.</p>	<p>classroom teachers, and hourly support teachers then utilized the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operated four days a week during times when students in the group were not participating in live synchronous instruction with their classroom teacher. Groups proceeded even during the period of hybrid instruction from March 2021 through the end of the year.</p>	<p>LCFF - Supplemental 15,000</p> <p>Instructional assistant for TK/K students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,000</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 166,462</p>	<p>LCFF - Supplemental 10,370</p> <p>Instructional assistant for TK/K students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,000</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 170,940</p>

## Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

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

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizeable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

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

TOSA support came in higher than anticipated because TOSA expenses overall were higher in 2020-2021. Hourly support teachers came in lower than anticipated because an hourly teacher was pulled for a long-term substitute assignment.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, students were grouped by reading performance level and SIPPS was taught schoolwide. The Heggerty phonemic awareness curriculum was incorporated into a two week "jump start" program for students entering transitional kindergarten and kindergarten. And reading was an emphasis of a two-week "jump start" program for students entering

seventh and eighth grades. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in person lessons. The SIPPS reading intervention program will continue as in previous years. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in mathematics	Math proficiency will increase by 5% overall and in each subgroup	<p>Due to COVID-19 CAASPP E/LA testing was not administered. The district administered the NWEA reading test in its place. For full NWEA results, see box below.</p> <p>Results from Spring 2021 NWEA math assessment:            Grades 1-8            5% Hi            11% HiAvg            15% Avg            18% LoAvg            52% Low</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K 5, CPM in grades 6-8), with an emphasis on online components of the programs that were suited for distance and hybrid learning.</p> <p>TOSAs continue to support classroom teachers with implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional development sessions</p>	Reported under Goal 1	Reported under Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-8.</p> <p>Math "number sense" will continue to be a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. This is similar to "hinge standards" -- must-know skills and understandings that are foundational for math proficiency -- articulated by district math consultant Douglass.</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p>	<p>offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter.</p> <p>District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.</p>	<p>meet in grade-level PLCs (or departmental PLCs for junior high schools and high school). Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data.</p> <p>Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL</p>	<p>Zearn and IXL proved to be valuable supplements to the district's math curriculum. Many teachers assigned work from Zearn or IXL and reported they gave students valuable practice and second helpings of instruction.</p>	<p>Reported under Goal 1</p>	<p>Reported under Goal 1</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(grades 6-8) to bolster students' skills in math.			

### Analysis

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

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

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

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

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

No expenditures listed.

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

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering transitional kindergarten, kindergarten, seventh grade, and eighth grade. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year. As for professional development, the district plans to have Douglass focus her support on grades 3, 4, and 5 this school year.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Overall attendance rates Rates of chronic absenteeism	Overall attendance increase to 97% or higher Rates of chronic absenteeism reduce by 2% overall and for each subgroup	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Communication with Students and Families</p> <p>Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p>	<p>School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and internet access, and coached students and parents on how to log in to virtual meetings.</p>		
<p>B. School Programming</p> <p>Regularly screen attendance data to identify students with</p>	<p>The School Attendance Review Board (SARB) was not a viable option for schools in 2020-2021 because the District</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize staff counselor and community liaison to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance.</p> <p>The Check, Connect, and Respect Program was discontinued due to a need to limit expenditures.</p>		

## Analysis

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

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

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

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

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

No expenditures listed.

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

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey California Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>	<p>In October 2021, students and parents were surveyed on the level of caring they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (75%), listen to them when they have something to say (67%), are there for them when they have a problem or concern (73%), and believe they will be a success (74%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (71%), teachers communicate with parents about what students are expected to learn (75%), parents feel welcome to be involved in the school (75%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (67%).</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at</p>	<p>Teachers prioritized teacher-student relationships throughout the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>the outset of the 2020-2021 school year.</p> <p>Regular lessons in social/emotional learning will be planned for Monday mornings.</p> <p>In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.</p> <p>Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.</p> <p>An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse.</p> <p>Students and families were appreciative of the district's distribution of a technology device to each student. Some families needed assistance with internet access and were issued hot spots. The Technology Department scheduled regular availability to families and assisted many.</p> <p>After-hours academic support from hourly support teachers was made available. The support was promoted by</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The district will provide a range of parent education offerings via Zoom and other virtual platforms.	<p>school administration but only a limited number of students capitalized.</p> <p>The district offered some parent education workshops virtually and found that parent attendance increased. The school offered a virtual Back to School Night. Many parents commented that they appreciated being able to participate in district and school meetings while remaining at home.</p>		
		Expenses associated with parent education event 4000-4999: Books And Supplies LCFF - Base 0	Expenses associated with parent education event 4000-4999: Books And Supplies LCFF - Supplemental 0

## Analysis

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

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

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

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

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

No parent education event was able to take place in 2020-2021; accordingly, there were no expenditures in this section.

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

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each student group	

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.</p> <p>As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support.</p> <p>The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school out of necessity needed to devote much more of its focus to compliance with COVID 19 health guidelines. When in-person instruction resumed on campus, more attention needed to be paid to cohorting, physical distancing, and mask wearing than the school's pre-pandemic behavioral matrix.</p>		



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, and the Yearbook Club.</p>	<p>For the most part student clubs and organizations also went on hiatus. The adviser of the Student Council/ASB did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>	<p>As mentioned in the response for Goal 4, teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>C. Counseling</p> <p>A staff counselor will be available to meet with students with issues (emotional, social, family, etc.) that impact the students' ability to exhibit satisfactory behavior at school. Teachers and support staff will have the ability to refer students as needed. In the 2019-2020 school year, the counselor will begin working with students on targeted behaviors as a Tier 2 PBIS intervention.</p>	<p>Counseling support took on a different look as we adapted to distance learning circumstances. Counselors provided social emotional supports and lesson plans to be utilized by teachers as well as parents. Counselors also met with students via zoom to support with social and emotional health.</p>		

## Analysis

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

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

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

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

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

No expenditures listed.

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

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English/Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-promise youth, and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-8 % students scoring "Avg" or higher	Results from Spring 2021 E/LA NWEA assessment:  Grades 1-8 10% Hi (>80 percentile) 13% HiAvg (61-80 percentile) 20% Avg (41-60 percentile) 23% LoAvg (21-40 percentile) 34% Low (<21 percentile)	The percent of students scoring "Avg" or higher will increase by 10% as measured by NWEA Reading Assessment:  Goal for Spring 2022: Grades 1-8 53% "Avg" or higher
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score.	Acadience Composite Assessment for K students Spring 2021: 37% of students scored "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" benchmark on the Acadience Composite Score will increase by 10%  Goal for 2022: 47%"At or Above Benchmark" benchmark

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom and utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2021-22 school year: "Academic Vocabulary"

## Students to be Served by this Strategy/Activity

All students, Title 1 Students, English Learners, Students with disabilities

## Timeline

Ongoing

## Person(s) Responsible

Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits/District Funded
<b>Amount</b>	2,000
<b>Source</b>	Title I Part A: Targeted Assistance Program

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development (cost of workshops, conferences, consultants, substitutes)
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten, including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified

<b>Description</b>	Progress Monitoring Materials/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials teachers to provide PLC meeting time/District Funded
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.

The ASES Program will be available after school to provide academic support to students.

#### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title 1

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, TOSA, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	18,174
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits

<b>Amount</b>	48,496
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	1,000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	170,940
<b>Source</b>	After School and Education Safety (ASES)
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	ASES Program (director and homework coaches)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Math Achievement

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, Distance and Blended Learning from March 2020-June 2021 has impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-Map Grades 1-8 % students scoring "Avg" or higher	Results from Spring 2021 Math NWEA assessment:  Grades 1-8 5% Hi 11% HiAvg 15% Avg 18% LoAvg 51% Low	The percentage of students scoring "Avg" or higher will increase by 10% as measured by NWEA Mathematics Assessment  Goal for Spring 2022: Grades 1-8 41% Avg or higher

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level



of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full-day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-2022 school year: Student mastery of "Essential/Priority Standards" -- must-know skills and understandings that are foundational for math proficiency.

### Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	0
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology Expenditure listed in Goal 1
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and North County Math Super Bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials teachers to provide time for PLC meetings/district funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings Expenditure Listed on Goal 1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

Provide supplemental materials and online programs to support math intervention for at-risk students.

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.

Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

#### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, TOSA, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online Math programs for Math Intervention and Support/District Funded

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Online Math programs for Math Intervention and Support

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Chronic Absenteeism Rate 2020-21: 13.53% All Students 8.11% English Learner 10% Low Income	Decrease Chronic Absenteeism by 2.5% for "All" students and each subgroup  Goals for 2021-22 Chronic Absenteeism Rate: 11% "All Students 5.6% English Learner 7.5% Low Income

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers, PTA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

## Strategy/Activity 2

### B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
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<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School-based Counselor who works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2021 Student Survey October 2021 Parent Survey	<p>The October 2021 student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (81%), notice when they are not there (76%), listen to them when they have something to say (72%), are there for them when they have a problem or concern (85%), and believe they will be a success (80%).</p> <p>The October 2021 parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (87%), teachers communicate with parents about what students are expected to learn (89%), parents feel welcome to be involved in the school (87%), there is someone at school to talk to about a problem or concern</p>	<p>Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success</p> <p>Increase by 3% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff communicate with parents about what is happening at the school</p>



Metric/Indicator	Baseline	Expected Outcome
	(91%), and school staff take parent concerns seriously (81%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program).

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings
<b>Amount</b>	0
<b>Source</b>	District Funded

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social/emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2019-20: 1% Suspension Rate (total) 0% Special Education 3% Socioeconomically Disadvantaged 1% English Learners 0% Homeless/Foster Youth 1% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races 2019-20 0% Expulsion Rate  2020-21: 0% Suspension Rate (total) 0% Special Education 0% Socioeconomically Disadvantaged 0% English Learners 0% Homeless/Foster Youth 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races 2020-21 0% Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.  Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.  Goal for Suspension Rate for 2021-22: 1% Suspension Rate (total) 0% Special Education 2% Socioeconomically Disadvantaged 1% English Learners 0% Homeless/Foster Youth 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races  Goal for Expulsion Rate 2020-21: 0 % Expulsion Rate (All Students)

**Metric/Indicator**

**Baseline**

**Expected Outcome**

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, the Yearbook Club and Garden Club

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

**Amount**

4500

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Gardening Club-supervisor and materials

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program) Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Counselor, Teachers, ASES Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

District Funded

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Social/emotional Curriculum/District Funded

**Amount**

0

**Source**

District Funded

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

School Site Counselor/District Funded

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	255,610.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	\$51,496	0.00
LCFF - Supplemental	\$33,174	0.00
Site Formula Funds		
After School and Education Safety (ASES)	170,940	0.00

## Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	170,940.00
District Funded	0.00
LCFF - Supplemental	33,174.00
Title I Part A: Targeted Assistance Program	51,496.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	72,170.00
2000-2999: Classified Personnel Salaries	170,940.00
4000-4999: Books And Supplies	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	0.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	170,940.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	23,674.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	48,496.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	2,000.00

# School Site Council Membership

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

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

Name of Members	Role
Jared Banks	Principal
Brenda Galvez	Other School Staff
Debra Laffin	Classroom Teacher
Aniko Taubenheim	Classroom Teacher
Norma Guzman	Parent or Community Member
Maria Hernandez	Parent or Community Member
Christina Morelos	Parent or Community Member
Monica Robles	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 30, 2019.

Attested:

Principal, Jared Banks on November 19, 2020

SSC Chairperson, Monica Robles on November 19, 2020

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Orcutt Academy Charter School
<b>Address</b>	500 Dyer St. Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42692600116434
<b>Principal</b>	
<b>District Name</b>	Orcutt Academy Charter School
<b>SPSA Revision Date</b>	November 29, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	November 29, 2021
<b>Local Board Approval Date</b>	December 15, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	4
School Profile.....	5
Stakeholder Involvement .....	7
School and Student Performance Data .....	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results .....	17
Student Population.....	19
Overall Performance .....	21
Academic Performance.....	22
Academic Engagement.....	29
Conditions & Climate.....	33
Annual Review and Update .....	35
Goal 1.....	35
Goal 2.....	40
Goal 3.....	46
Goal 4.....	49
Goal 5.....	53
Goals, Strategies, & Proposed Expenditures.....	56
Goal 1.....	56
Goal 2.....	59
Goal 3.....	63
Goal 4.....	65
Goal 5.....	68
Budget Summary and Consolidation .....	70
Budget Summary .....	70
Allocations by Funding Source.....	70
Expenditures by Funding Source .....	71
Expenditures by Budget Reference .....	72
Expenditures by Budget Reference and Funding Source .....	73
School Site Council Membership .....	74
Recommendations and Assurances .....	75
Addendum.....	76
Instructions: Linked Table of Contents.....	76

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....79  
Appendix B: Select State and Federal Programs.....81

# School Vision and Mission

## Mission

The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the “real world” while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

## The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs)

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

In addition, Orcutt Academy High School developed its own strategic plan in 2014-2015. Following is the OAHS plan:

## Mission Statement

The mission of Orcutt Academy Charter High School is to provide our students with a rigorous academic program, extracurricular opportunities for all, and a tight-knit school culture where students are connected with our teachers and staff. The overarching goal is to equip each student with the ability to be college/career-ready upon graduation.

Key principles govern this collaboration: personal relationships, respect, and understanding among all students, parents, and staff at Orcutt Academy.

## Vision Statement

Orcutt Academy High school will lead students to achieve excellence in a wide range of academics and extracurricular activities in a 21st Century charter high school facility. We will equip students for the demands and opportunities of the future by attracting and maintaining high-quality teachers and staff who challenge students to be focused on college/career readiness through a disciplined and caring environment where conduct, ethics, and high morals are expected.

## Core Beliefs (from Orcutt Academy Charter)

- All students can learn.
- Students learn best in dynamic, collaborative environments.
- Disengagement and low student achievement can be reversed through small learning communities which permit and enable students to make, create, establish, and generate new knowledge through “hands-on” and “minds-on” learning strategies.
- Pursuit of rigorous academic standards requires real world experiences outside of the traditional classroom.
- Educational experiences which establish cross curricular linkages make learning meaningful.
- Educators working collaboratively with community partners can create powerful learning environments.
- Parent involvement is essential if the opportunity for every child to learn is to be maximized.
- Small school size acts as a facilitating factor for desirable student learning outcomes.
- Meaningful application of knowledge in a career/technical education experience promotes lifelong learning.

## Goals

### 1. College/Career Ready Students

- High expectations for student performance and effort

- Standards-aligned instructional materials
- College credit for more OAHs classes
- Expansion of Get Focused...Stay Focused including all seniors taking Success 103 as a graduation requirement
- Development of career pathways in one to two fields
- Expansion of career/workforce exploration
- Smaller class sizes

## 2. Disciplined, Caring Environment

- High expectations for student conduct
- Caring staff
- Support for students' non-academic needs
- Extracurricular activities that connect students to each other and the school
- Parent/family involvement in the school
- Community involvement in the school

## 3. Attracting/Maintaining High Quality Teachers/Staff

- Recruitment of high quality teachers/staff
- Professional development for all teachers/staff
- Teacher on Special Assignment (TOSA) to assist with standards implementation and development of career pathways
- Strengthening of Professional Learning Community (PLC) teams and processes
- Sufficient staff support for students and teachers

## 4. 21st Century Charter High School Facility

- Additional classroom space to accommodate school enrollment and programs
- Updated technology tools and furniture to support project-based learning
- Technology in all classrooms
- Stronger bandwidth and networking
- Improved science labs
- Improved performance arts facilities
- Campus security
- Campus beautification/Spartan Pride

# School Profile

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to college preparatory and Advanced Placement and concurrent college enrollment opportunities at the high school level. The school has been successful on many levels. It has strong student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School. In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. The current school year is OA's 14th year of operation.

Located on three sites, the Orcutt Academy includes classroom-based learning on two separate campuses. The school currently has 625 students enrolled at its high school in Old Orcutt and 140 at its TK-8 campus in Los Alamos for a total of 765 students.

The subgroup composition at each campus is as follows:

OAHs: 3.38% English Learners, 8.2% Special Education, and 24.8% socioeconomically disadvantaged  
 OAK-8: 5.0% English Learners, 12.9% Special Education, and 25.0% socioeconomically disadvantaged

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and increasing interest in enrollment. In the current school year the ethnic composition of each campus is as follows: OAHS: 43.7% Hispanic, 40.9% White, 7.4% Multiple, 2.4% American Indian/Alaskan Native, 2.3% Filipino, 1.4% Black/African American, 0.5% Hawaiian/Pacific Islander, 1.4% Unnamed. OAK-8: 46.0% White, 43.9% Hispanic, 6.5% Multiple, 1.4% Filipino, 0.7% American Indian/Alaskan Native, 0.7% Black/African American, 0.7% Unnamed.

School Status - In Spring 2019, the Orcutt Academy participated in its fourth administration of Smarter Balanced Assessments aligned with the new Common Core State Standards. Students in grades 3-8 and 11 took the assessments in association with the California Assessment of Student Performance and Progress (CAASPP). In English/language arts, 64.1% of OA students exceeded or met standard, up from 56.3% in Spring 2018 and very close to the 64.4% mark in Spring 2017. In Math, 48.4% of students exceeded or met standard, up from 45.0% in Spring 2018 and extremely close to the 48.5% tally in Spring 2017. Generally, the percentage of students meeting or exceeding standards increased with the progression of grade levels. Staff note that math results are lower than English/language arts results -- after years of seeing math results generally higher than English/language arts results. As of this writing, no Academic Performance Index score or ranking has been computed for the school. It might be noted, also, that the Orcutt Academy scored better than most schools with similar demographics in school rankings released in November 2018 by the California Charter Schools Association. In the CCSA "similar schools" rankings, OA has a "6" on a scale of 10, meaning it scores in the top 50 percent of all public schools in the state with similar demographics. Additional analysis on OA students' SBAC performance can be found in the "School and Student Performance Data" section of this document.

School Finances – The charter school has a five-year budget projection (including the current year) that assists the school in staying solvent and making sure it can underwrite its mission. Since the school's inception in 2008, it has received a positive and clear academic and fiscal audit annually.

Enrollment - The public's enrollment interest in Orcutt Academy Charter School has remained strong. The TK-8 campus has extensive waiting lists for grades K-8, and the high school has extensive waiting lists for grades 9 and 10. The most recent OA enrollment lottery, held in February 2021, included 341 applications for the 2021-2022 school year -- 163 applications for the TK-8 campus and 178 for the high school. Due to COVID-19 many families were not engaged in planning for 2021-2022 until the spring, so a "post-lottery" drawing was held for 151 post-lottery applicants.

Language Proficiency/English Learners: English Learners represent a growing percentage of OA's students. Students are redesignated by having an early advanced or higher score on the English Language Proficiency Assessments for California (ELPAC), a minimum passing score on the Student Oral Language Observation Matrix (SOLOM), a 50th percentile or higher score on a norm-referenced test in reading comprehension and math, classroom evidence demonstrating progress towards "at standard" performance, and a 'C' or higher in English. All teachers at both high school and K-8 campuses have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Other Special Programs: Special Education students receive services based on their Individual Educational Plans (IEP). Special Education services at the Orcutt Academy include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. These services are provided by the district and the county; however, regionalized services are provided as well. These include vision and hard of hearing services. At both OAK-8 and OAHS, Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students.

Specialized academic instruction is offered to K-8 students through both pull-out and in-classroom services. On the high school campus, Special Education services are provided through a learning center model. Teachers are updated on students' special needs/accommodations at the beginning of every semester.

At the high school, students who have the ability to do so are encouraged to take Advanced Placement (AP) courses in English, history, science, math, and Spanish. Qualified students can take advantage of the College Now program offered by Allan Hancock College. Also, the high school is capitalizing on an agreement with Hancock for concurrent enrollment (college credit) for eight of the high school's courses, including the PROD 301 course required of all freshmen.

Average Daily Attendance: Because enrollment in the Orcutt Academy is determined by a lottery, parents and students are highly motivated to attend on a regular basis. Student choice seems to be a large determining factor that brings students to the school. Annual student and parent survey data reveal three trends regarding attendance: (1) students like the school's small size, (2) the academic program combined with the activities program seems important to our students, and (3) students like the "family" feeling of the school.

Average Daily Attendance (ADA) rates for 2020-2021 were 95.5% at OAHS, 96.5% at OAK-8. Chronic absenteeism (those absent 10% or more of the time) was 2.8% at OAHS, 4.4% at OAK-8.

Students Involved in Extracurricular Activities – Extra-curricular activities (ASB/Leadership, clubs, sports, volunteer opportunities) abound at the high school level; in fact, approximately 82 percent of students participate in athletics and a substantial percentage are involved in clubs and organizations. The grade K-8 campus enjoys academic competitions, clubs, and numerous academic field trips.

College Readiness - The University of California's "a-g" requirements were fulfilled by 64% of the school's graduating Class of 2021, up from 59% in 2020.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed with school leadership on the following dates: September 30, 2021, and October 14, 2021.

The SPSA was discussed with OAHS staff at a staff meeting on September 30, 2021, as well as at a professional development day on November 1, 2021. OAK-8 staff discussed the SPSA at their professional development day on November 1, 2021. The SPSA annual review and action plan also were discussed at a one-day Western Association of Schools and Colleges (WASC) mid-cycle visit on October 20, 2021.

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Orcutt Academy School Advisory Council met on November 29, 2021, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on November 29, 2021.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.64%	0.25%	0.2%	5	2	2
African American	0.64%	0.89%	0.8%	5	7	7
Asian	3.56%	2.93%	2.3%	28	23	20
Filipino	1.78%	2.68%	2.3%	14	21	20
Hispanic/Latino	37.61%	38.09%	38.7%	296	299	337
Pacific Islander	0.64%	0.76%	0.6%	5	6	5
White	49.43%	48.28%	47.4%	389	379	413
Multiple/No Response	%	1.02%	6.4%		40	56
<b>Total Enrollment</b>				787	785	871

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	27	21	35
Grade 1	19	22	20
Grade 2	16	19	33
Grade 3	19	16	28
Grade 4	18	18	22
Grade 5	22	20	29
Grade 6	19	20	24
Grade 7	18	19	26
Grade 8	24	24	29
Grade 9	164	181	154
Grade 10	158	155	187
Grade 11	138	142	142
Grade 12	145	128	142
<b>Total Enrollment</b>	787	785	871

### Conclusions based on this data:

1. While not reflected in the data above, enrollment for the 2020-2021 school year grew substantially at OAHS and at OA Independent Study. OAHS currently stands at an enrollment of 628 after expanding its ninth-grade class and

tenth-grade classes to 155 and 187 students respectively. Staff met the goal of growing enrollment at OAHS to over 625. This increase has continued to be deterred by departing students in 11th and 12th grades (which currently stand at 142 and 142 students respectively) and by limitations in the master schedule. OA Independent Study increased in enrollment due to increased interest for parents opting for a home study option as opposed to distance learning options provided by the district. For the current 2021-2022 school year, OA Independent Study has been removed from the charter umbrella and established as its own, non-charter school, the Orcutt School for Independent Study. OAK-8 has maintained an enrollment of 140.

2. The Anglo student group has declined slightly, while the Hispanic/Latino student group continues to increase.
3. Kindergarten numbers include Transitional Kindergarten students, so actual kindergarten enrollment is lower than reported.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	26	29	29	3.3%	3.7%	3.3%
Fluent English Proficient (FEP)	75	71	76	9.5%	9.0%	8.7%
Reclassified Fluent English Proficient (RFEP)	0	0	9	0.0%	0.0%	31.0%

### Conclusions based on this data:

1. The number of English Learners at OA has increased slightly.
2. The number of Fluent English Proficient students has decreased slightly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27	23	20	26	22	16	26	22	16	96.3	95.7	80
Grade 4	17	25	18	17	23	17	17	23	17	100	92	94.4
Grade 5	20	18	21	19	18	19	18	18	19	95	100	90.5
Grade 6	24	18	19	22	16	19	22	16	19	91.7	88.9	100
Grade 7	27	27	24	22	23	20	22	23	20	81.5	85.2	83.3
Grade 8	28	27	28	23	25	28	23	25	28	82.1	92.6	100
Grade 11	144	142	130	139	136	126	139	136	126	96.5	95.8	96.9
All Grades	287	280	260	268	263	245	267	263	245	93.4	93.9	94.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.3	2426.1	2463.0	34.62	36.36	37.50	26.92	9.09	31.25	23.08	27.27	18.75	15.38	27.27	12.50
Grade 4	2487.4	2466.1	2498.0	35.29	26.09	23.53	11.76	21.74	52.94	29.41	21.74	5.88	23.53	30.43	17.65
Grade 5	2471.8	2509.8	2501.8	11.11	22.22	21.05	27.78	27.78	31.58	27.78	22.22	21.05	33.33	27.78	26.32
Grade 6	2529.0	2493.2	2524.3	4.55	6.25	15.79	40.91	25.00	26.32	36.36	43.75	36.84	18.18	25.00	21.05
Grade 7	2566.3	2573.6	2581.5	22.73	13.04	20.00	31.82	43.48	50.00	27.27	30.43	10.00	18.18	13.04	20.00
Grade 8	2579.4	2568.9	2566.8	21.74	12.00	10.71	34.78	32.00	39.29	17.39	40.00	35.71	26.09	16.00	14.29
Grade 11	2647.4	2627.5	2621.0	40.29	35.29	32.54	35.97	30.15	36.51	19.42	21.32	19.05	4.32	13.24	11.90
All Grades	N/A	N/A	N/A	31.46	27.76	26.53	32.96	28.52	37.55	22.85	25.86	20.82	12.73	17.87	15.10

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	38.46	22.73	43.75	46.15	45.45	37.50	15.38	31.82	18.75
<b>Grade 4</b>	29.41	13.04	41.18	58.82	60.87	52.94	11.76	26.09	5.88
<b>Grade 5</b>	11.76	38.89	21.05	52.94	27.78	63.16	35.29	33.33	15.79
<b>Grade 6</b>	9.09	12.50	15.79	63.64	31.25	57.89	27.27	56.25	26.32
<b>Grade 7</b>	36.36	39.13	25.00	40.91	52.17	65.00	22.73	8.70	10.00
<b>Grade 8</b>	30.43	28.00	21.43	34.78	44.00	39.29	34.78	28.00	39.29
<b>Grade 11</b>	48.20	44.12	39.68	40.29	44.85	42.06	11.51	11.03	18.25
<b>All Grades</b>	37.97	35.36	33.47	44.36	44.87	46.94	17.67	19.77	19.59

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.92	22.73	37.50	50.00	50.00	50.00	23.08	27.27	12.50
<b>Grade 4</b>	23.53	34.78	29.41	58.82	34.78	52.94	17.65	30.43	17.65
<b>Grade 5</b>	11.76	16.67	26.32	52.94	66.67	47.37	35.29	16.67	26.32
<b>Grade 6</b>	22.73	12.50	21.05	59.09	31.25	52.63	18.18	56.25	26.32
<b>Grade 7</b>	36.36	30.43	30.00	40.91	43.48	55.00	22.73	26.09	15.00
<b>Grade 8</b>	43.48	20.00	32.14	26.09	60.00	60.71	30.43	20.00	7.14
<b>Grade 11</b>	45.32	41.91	35.71	43.88	39.71	53.17	10.79	18.38	11.11
<b>All Grades</b>	37.22	33.08	32.65	45.49	43.73	53.47	17.29	23.19	13.88

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.92	27.27	25.00	61.54	54.55	68.75	11.54	18.18	6.25
<b>Grade 4</b>	17.65	21.74	17.65	70.59	65.22	70.59	11.76	13.04	11.76
<b>Grade 5</b>	11.76	33.33	15.79	76.47	61.11	68.42	11.76	5.56	15.79
<b>Grade 6</b>	13.64	31.25	15.79	72.73	43.75	57.89	13.64	25.00	26.32
<b>Grade 7</b>	18.18	21.74	30.00	63.64	78.26	60.00	18.18	0.00	10.00
<b>Grade 8</b>	17.39	24.00	10.71	65.22	64.00	82.14	17.39	12.00	7.14
<b>Grade 11</b>	34.53	31.62	28.57	58.27	62.50	62.70	7.19	5.88	8.73
<b>All Grades</b>	26.69	28.90	23.67	62.78	62.36	65.71	10.53	8.75	10.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	27.27	37.50	46.15	50.00	50.00	19.23	22.73	12.50
Grade 4	35.29	17.39	17.65	47.06	73.91	52.94	17.65	8.70	29.41
Grade 5	11.76	16.67	36.84	64.71	50.00	31.58	23.53	33.33	31.58
Grade 6	13.64	12.50	10.53	63.64	68.75	63.16	22.73	18.75	26.32
Grade 7	40.91	21.74	35.00	45.45	65.22	45.00	13.64	13.04	20.00
Grade 8	34.78	28.00	17.86	39.13	52.00	57.14	26.09	20.00	25.00
Grade 11	56.12	38.24	39.68	34.53	49.26	48.41	9.35	12.50	11.90
All Grades	43.23	30.04	32.65	42.11	54.37	49.39	14.66	15.59	17.96

**Conclusions based on this data:**

- Due to school closure, CAASP Data was not administered in Spring 2020 and Spring 2021. Following is our analysis of the most recent CAASP English/language arts data:  
  
After dropping from 64.42% in 2017 to 56.28% in 2018, student achievement in English/language arts rebounded to 64.08% proficient or exceeding in 2019. A closer look at grade-level data indicates that proficiency was strong in grades 2 (68.75%), 3 (76.47%), 7 (70.00%), and 11 (69.05%) but lower in grades 5 (52.63%), 6 (42.11%), and 8 (50.00%). Because 11th grade proficiency dipped just slightly, from 69.96% to 69.05%, the increase in student achievement in E/LA can be attributed to improved performance in grades 3-8.
- Achievement in the sub-areas within English/language arts was relatively even, as the four sub-areas ranged from 80% to 89% above or near standard. Of the sub-areas within English/language arts, Listening (89.38% above or near standard) remained the highest but Reading (80.41%) has become the lowest. Reading scores can be improved by expanded use of informational text across the curriculum. Additionally, OAK-8 and OA Independent Study will continue their efforts to track student reading through Acadience (formerly DIBELS) testing and interventions such as SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words).
- Writing (85.72% of students above or near proficiency) remains a priority. OAK-8 has made writing, specifically increasing expectations for student written performance, a focus area for Tier 1 instruction.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27	23	20	26	22	16	26	22	16	96.3	95.7	80
Grade 4	17	25	18	17	23	17	17	23	17	100	92	94.4
Grade 5	20	18	21	18	18	19	18	18	19	90	100	90.5
Grade 6	24	18	19	22	16	19	22	16	19	91.7	88.9	100
Grade 7	27	27	24	22	24	21	22	24	21	81.5	88.9	87.5
Grade 8	28	27	28	23	23	28	23	23	28	82.1	85.2	100
Grade 11	144	142	130	138	136	126	138	136	126	95.8	95.8	96.9
All Grades	287	280	260	266	262	246	266	262	246	92.7	93.6	94.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.6	2437.9	2426.9	11.54	31.82	18.75	53.85	9.09	31.25	11.54	31.82	31.25	23.08	27.27	18.75
Grade 4	2476.8	2448.3	2482.8	29.41	8.70	17.65	17.65	30.43	29.41	23.53	21.74	35.29	29.41	39.13	17.65
Grade 5	2469.2	2507.0	2488.4	5.56	22.22	21.05	16.67	16.67	21.05	33.33	22.22	15.79	44.44	38.89	42.11
Grade 6	2493.0	2498.4	2515.3	9.09	6.25	15.79	22.73	25.00	15.79	22.73	25.00	31.58	45.45	43.75	36.84
Grade 7	2524.2	2553.7	2552.5	13.64	29.17	19.05	22.73	8.33	23.81	40.91	37.50	33.33	22.73	25.00	23.81
Grade 8	2565.9	2553.0	2542.7	17.39	17.39	21.43	21.74	17.39	14.29	30.43	34.78	14.29	30.43	30.43	50.00
Grade 11	2626.5	2633.4	2622.2	16.67	18.38	17.46	38.41	33.82	38.10	26.81	30.15	21.43	18.12	17.65	23.02
All Grades	N/A	N/A	N/A	15.41	19.08	18.29	33.08	25.95	30.08	26.69	29.77	23.58	24.81	25.19	28.05

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	34.62	36.36	18.75	38.46	27.27	62.50	26.92	36.36	18.75
<b>Grade 4</b>	29.41	21.74	35.29	23.53	30.43	29.41	47.06	47.83	35.29
<b>Grade 5</b>	22.22	33.33	26.32	22.22	16.67	21.05	55.56	50.00	52.63
<b>Grade 6</b>	13.64	12.50	15.79	31.82	43.75	42.11	54.55	43.75	42.11
<b>Grade 7</b>	22.73	33.33	19.05	36.36	33.33	52.38	40.91	33.33	28.57
<b>Grade 8</b>	21.74	21.74	25.00	39.13	47.83	17.86	39.13	30.43	57.14
<b>Grade 11</b>	30.43	40.44	34.92	43.48	36.03	38.89	26.09	23.53	26.19
<b>All Grades</b>	27.44	33.97	29.27	38.35	34.73	37.40	34.21	31.30	33.33

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	19.23	36.36	31.25	61.54	27.27	37.50	19.23	36.36	31.25
<b>Grade 4</b>	23.53	13.04	23.53	47.06	47.83	52.94	29.41	39.13	23.53
<b>Grade 5</b>	5.56	27.78	10.53	38.89	38.89	52.63	55.56	33.33	36.84
<b>Grade 6</b>	18.18	12.50	5.26	40.91	50.00	36.84	40.91	37.50	57.89
<b>Grade 7</b>	13.64	25.00	23.81	59.09	41.67	47.62	27.27	33.33	28.57
<b>Grade 8</b>	21.74	17.39	25.00	34.78	65.22	42.86	43.48	17.39	32.14
<b>Grade 11</b>	24.64	22.06	24.60	55.07	55.15	54.76	20.29	22.79	20.63
<b>All Grades</b>	21.05	22.14	22.36	51.50	50.38	50.00	27.44	27.48	27.64

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	23.08	36.36	18.75	65.38	36.36	56.25	11.54	27.27	25.00
<b>Grade 4</b>	29.41	21.74	17.65	47.06	43.48	58.82	23.53	34.78	23.53
<b>Grade 5</b>	5.56	22.22	15.79	44.44	38.89	42.11	50.00	38.89	42.11
<b>Grade 6</b>	13.64	12.50	15.79	45.45	37.50	47.37	40.91	50.00	36.84
<b>Grade 7</b>	18.18	29.17	19.05	59.09	54.17	66.67	22.73	16.67	14.29
<b>Grade 8</b>	26.09	13.04	32.14	47.83	69.57	28.57	26.09	17.39	39.29
<b>Grade 11</b>	28.26	30.15	25.40	57.25	57.35	60.32	14.49	12.50	14.29
<b>All Grades</b>	24.06	26.72	23.17	54.89	52.67	54.47	21.05	20.61	22.36

**Conclusions based on this data:**

- Due to school closure, CAASP Data was not administered in Spring 2020 and Spring 2021. Here is our analysis of the most recent CAASP mathematics data:  
  
After dropping from 48.49% meeting or exceeding standard in 2017 to 45.03% in 2018, student achievement in mathematics rebounded to 48.37% proficient or exceeding in 2019. A closer look at grade-level data indicates that



proficiency was stronger in grades 3 (50.00%), 4 (47.06%), and 11 (55.56%). Nonetheless, mathematics achievement remains lower overall than English/language arts achievement.

2. Concepts and Procedures has continued to be the weakest sub-area within mathematics, as 33.33% of students were below standard. (Communicating Reasoning, with 77.64% of students above or near standard, was the highest sub-area). The Leadership Team for the K-8 campus has chosen to continue Concepts and Procedures as a focus area for initial (Tier 1) instruction this school year. Teachers have identified essential concepts, procedures, and sets of mathematical facts that students need to master. Teachers will be working throughout the year to make sure that students have this essential knowledge by year's conclusion. This will be supported by adherence to "hinge standards" identified by district math consultant Michele Douglass.
3. Due to staff analysis of CAASPP results, OAHS has added a Geometry support course to help with the transition between junior high math and Algebra. Teachers in the Math Department have collaborated with feeder schools to identify students who show gaps in their math proficiency.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1		*		*		*		*
Grade 2	*		*		*		*	
Grade 3		*		*		*		*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	*	4
Grade 7	*	*	*	*	*	*	*	*
Grade 8		*		*		*		4
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							22	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	50.00	37.50	*	54.17	*	8.33		0.00	22	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	72.73	54.17	*	45.83		0.00		0.00	22	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
10	*	*		*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	16.67	*	41.67	*	37.50	*	4.17	22	24

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
12	*	*	*	*	*	*	*	*	
All Grades	63.64	33.33	*	62.50	*	4.17	22	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	81.82	75.00	*	25.00		0.00	22	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
12	*	*	*	*	*	*	*	*	
All Grades	*	16.67	*	66.67	*	16.67	22	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	20.83	54.55	79.17		0.00	22	24	

**Conclusions based on this data:**

1. Due to the statistically insignificant number of English Learners at OA, in-depth analysis of ELPAC results is not possible. Data points to a continued emphasis on designated and integrated English Language Development (ELD) for these students.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
785	29.3	3.7	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	3.7
Foster Youth	1	0.1
Homeless	1	0.1
Socioeconomically Disadvantaged	230	29.3
Students with Disabilities	70	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian	2	0.3
Asian	23	2.9
Filipino	21	2.7
Hispanic	299	38.1
Two or More Races	40	5.1
Pacific Islander	6	0.8
White	379	48.3

### Conclusions based on this data:

1. In 2018-2019, the school's ethnic make-up was as follows: 49.4% White, 37.6% Hispanic, 4.8% Two or More Races, 3.6% Asian, 1.8% Filipino, and 2.7% other groups. Low Income students amounted to 27.8% of the school population, while students with disabilities comprised 8.1% and English Learners 3.3%. The percentages of low-income students and students with disabilities declined from 2017-2018 while the percentage of English Learners grew slightly.







- 
2. In 2018-2019 the population of students with disabilities varied relatively widely by campus: 10.3% at OAK-8, 12.3% at OA Independent Study, and 5.2% at OAHS.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	
<b>College/Career</b>  Green		

### Conclusions based on this data:

1. Due to school closure, CAASP testing was not administered in Spring 2020 and Spring 2021. Here is our analysis of the most recent California School Dashboard data:  
  
In Academic Performance, OA earned a green rating in English/language arts even as E/LA achievement declined 15.5 points. Math has a green rating and reflects an improvement of 4.8 points. The College/Career indicator is green and has 59.7% prepared for postsecondary success, an increase of 5.8%.
2. In Academic Engagement, OA has a blue rating for its mark of 97.2% of students graduated (an increase of 4.2%). The Chronic Absenteeism indicator is green and reflects that 4.1% of students are chronically absent (absent > 10% of school days).
3. In Conditions & Climate, OA has a yellow rating for its Suspension Rate of 3.2% of students suspended at least once, an increase of 0.4%.

# School and Student Performance Data

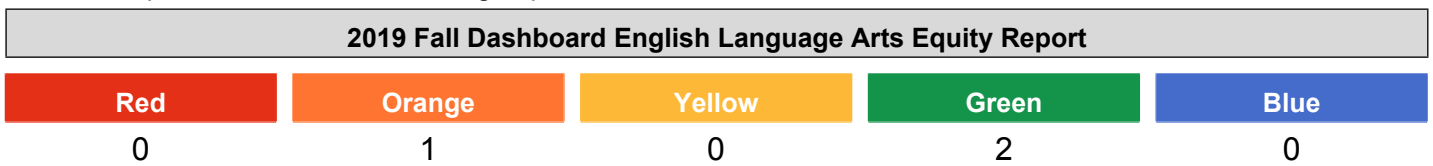
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>26.2 points above standard</p> <p>Maintained ++1.8 points</p> <p>235</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>55.5 points below standard</p> <p>Declined Significantly -18.6 points</p> <p>15</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10.4 points below standard</p> <p>Declined -13.6 points</p> <p>76</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>62.3 points below standard</p> <p>Maintained -0.8 points</p> <p>28</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 54 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2 points above standard Increased ++13.9 points 99	 No Performance Color 37.7 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 41.6 points above standard Maintained -2.4 points 101

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	28.6 points above standard Increased ++4.3 points 203

**Conclusions based on this data:**

- Due to school closure, CAASP testing was not administered in Spring 2020 and Spring 2021. Here is our analysis of the most recent CAASP English Data:  
  
 Although the school received an overall green rating for English/language arts achievement, overall achievement declined by 15.5 points and achievement for all significant subgroups declined: Socioeconomically Disadvantaged, down 19.8 points; Hispanic students, down 20.7 points; and White students, down 12.2 points.
- Hispanic students show an equity gap with all students, as their rating is two colors lower than the overall E/LA rating and is 7.7 points below standard. The Hispanic subgroup merits additional attention in this content area.



# School and Student Performance Data

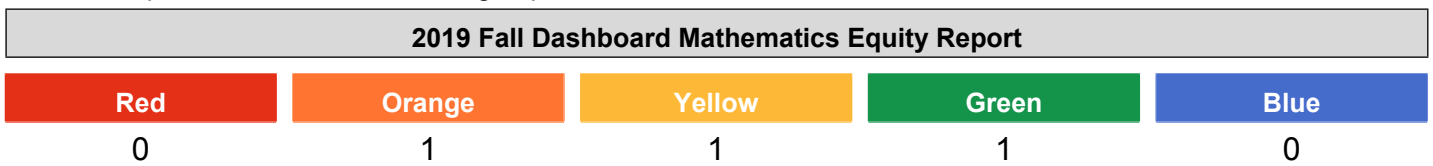
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>13.6 points below standard</p> <p>Declined -6 points</p> <p>236</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>83.9 points below standard</p> <p>Declined Significantly -38.4 points</p> <p>15</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>57.6 points below standard</p> <p>Declined Significantly -30.2 points</p> <p>76</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>103.9 points below standard</p> <p>Maintained -2.8 points</p> <p>28</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 51.4 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.6 points below standard Increased ++5.6 points 99	 No Performance Color 22.8 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4 points above standard Declined -4.6 points 102

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.3 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	12.4 points below standard Declined -4.4 points 204

**Conclusions based on this data:**

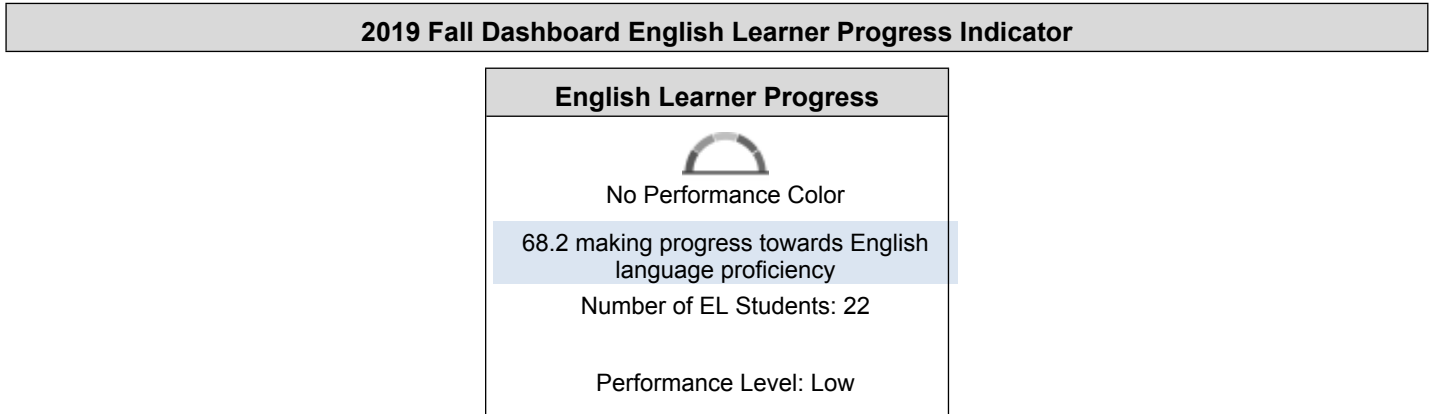
1. Due to school closure, CAASP testing was not administered in Spring 2020 and Spring 2021. Here is our analysis of the most recent CAASP Math Data:  
  
 Math ratings show either improvement or maintenance of performance, not decreases. OA has an overall green rating and increased achievement by 4.8 points. The Hispanic subgroup increased 5.7 points and has a yellow rating.
2. Socioeconomically Disadvantaged students show an equity gap with all students, as their rating is two colors lower than the overall E/LA rating and is 27.4 points below standard. This subgroup merits additional attention in this content area.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	18.1	18.1	

### Conclusions based on this data:

- The vast majority of English Learners (86.5%) scored within Level 4 (Well Developed) and Level 3 (Moderately Developed). OA does not have a great number of English Learners, and the vast majority are at higher levels of language acquisition.

# School and Student Performance Data

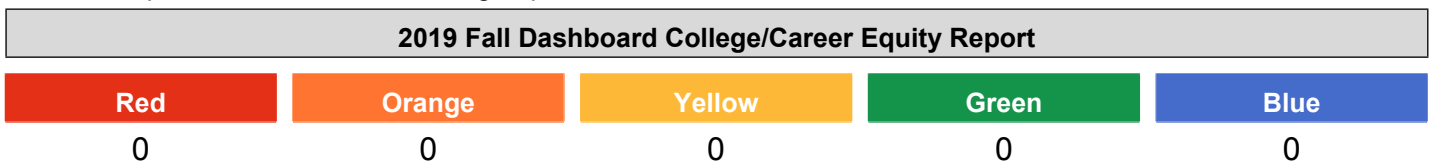
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>66</p> <p>Increased +6.3</p> <p>144</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
59.7 <b>Prepared</b>	59.7 <b>Prepared</b>	66 <b>Prepared</b>
24.5 <b>Approaching Prepared</b>	24.5 <b>Approaching Prepared</b>	20.1 <b>Approaching Prepared</b>
15.8 <b>Not Prepared</b>	15.8 <b>Not Prepared</b>	13.9 <b>Not Prepared</b>

**Conclusions based on this data:**

- The College/Career Ready indicator is green for OA students overall, with the mark of 66% prepared sufficient for a 6.3% increase. The Socioeconomically Disadvantaged (62.1% prepared) and White (68.8% prepared) subgroups increased significantly.
- Hispanic students made up the equity gap with all students, as their rating is the same as the overall College/Career Ready rating. Hispanic students are 59.6% prepared and this mark increased by 10.8% from the previous year. This subgroup still merits additional attention from guidance counselors and teachers who work with students on postsecondary preparation in order to increase their success.

# School and Student Performance Data

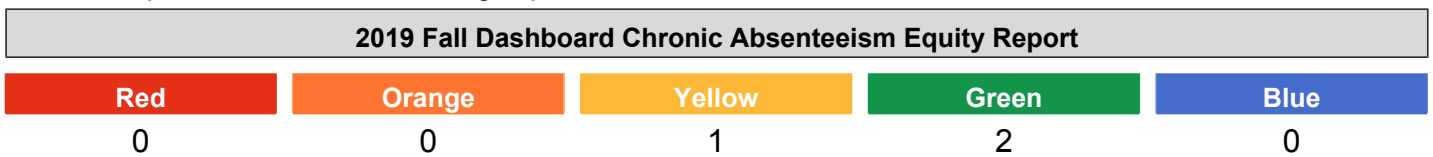
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.6</p> <p>Increased +0.5</p> <p>197</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>6.7</p> <p>Increased +6.7</p> <p>15</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.3</p> <p>Declined -0.8</p> <p>82</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>4.2</p> <p>Increased +0.6</p> <p>24</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.1 Maintained +0.2 99	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.6 Maintained -0.4 76

**Conclusions based on this data:**

1. OA has a green rating for Chronic Absenteeism, with just 4.6% of students qualifying as chronically absent. The Socioeconomically Disadvantaged and White subgroups showed declines in chronic absenteeism and qualified for green ratings as well.
2. Hispanic students show an equity gap with all students, as their rating is one color lower than the overall Chronic Absenteeism rating. 6.1% of these students are chronically absent and this mark increased 0.2% from the previous year. Hispanic students merit additional attention from school administration and counselors with regard to school attendance.
3. No equity gap is shown on the dashboard, the fact that 7.3% of Socioeconomically Disadvantaged students are chronically absent is concerning (almost double the overall chronic absenteeism rate). This subgroup also merits additional attention.

# School and Student Performance Data

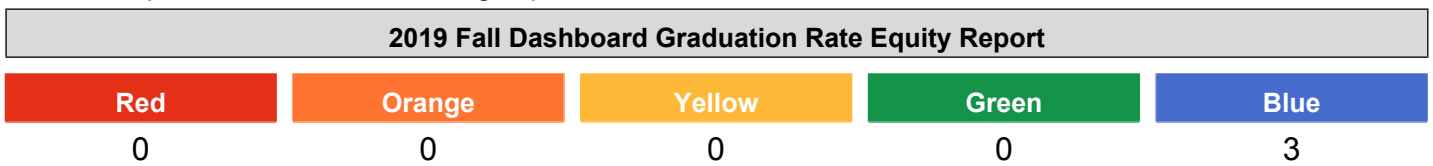
## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>97.2</p> <p>Maintained -0.6</p> <p>144</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>96.6</p> <p>Declined -3.5</p> <p>58</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>



**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.9 Declined -2.1 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 98.8 Increased +1.1 80

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
97.8	97.2

**Conclusions based on this data:**

- This continues to be a strong category for Orcutt Academy High School. The Graduation Rate indicators for all students (97.2% of whom graduated) and for all subgroups are blue. All Hispanic and Socioeconomically Disadvantaged students graduated, and White students graduated at a 97.2% rate.

# School and Student Performance Data

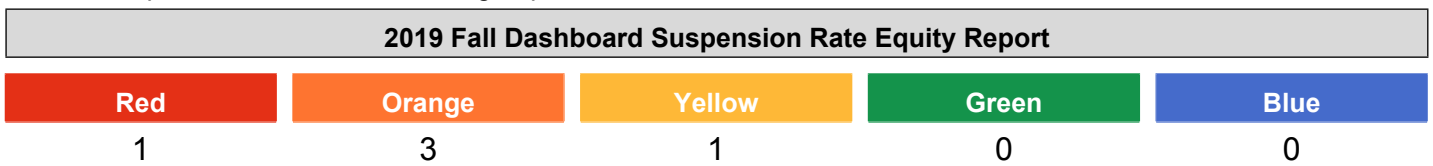
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.2</p> <p>Increased +1.4</p> <p>833</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.1</p> <p>Increased +3.1</p> <p>28</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.4</p> <p>Increased +1.2</p> <p>251</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>8.6</p> <p>Increased +4.8</p> <p>70</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 3.4 Increased +3.4 29	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.2 Increased +0.8 316	 Yellow 2.1 Increased +2.1 47	 No Performance Color Less than 11 Students - Data 5	 Orange 3.4 Increased +1.6 410

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.8	3.2

**Conclusions based on this data:**

1. The Dashboard does not accurately reflect the suspension rate and the effort of our the charter over the last year. The Suspension Rate indicator would likely be in the green with only 1.4% of students being suspended at least once. This represents a decrease of 1.8% from the previous year, the lowest rate of suspension in the last three years. Overall, only 11 students were suspended in the entire Charter.
2. Primarily, suspensions in 18-19 were related to tobacco use and vaping. As a response, the high school worked with a Fighting Back Santa Maria Valley Tobacco Preventionist to deliver presentations for all students and parent information nights. Furthermore, the schools implemented Positive Behavior Interventions and Supports as well as utilizing modules from the Stanford Tobacco Prevention Toolkit. These efforts proved to be beneficial for the students within the Charter.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in English/language arts	E/LA proficiency increased by 5% overall and in each subgroup  Baseline data: CAASPP E/LA testing, 11th grade, Spring 2019: 33% Standard Exceeded 37% Standard Met 19% Standard Nearly Met 12% Standard Not Met	Due to COVID-19 CAASPP E/LA testing was not administered as a statewide test. OAHS administered the CAASPP to 11th graders and OAK-8 administered the NWEA reading and math assessments. 11th grade CAASPP results in E/LA were as follows: 44% Standard Exceeded 38% Standard Met 14% Standard Nearly Met 3% Standard Not Met  For full NWEA results, see box below.
NWEA-MAP Grades 1-8 % students scoring "Hi" and "HiAvg"	The percentage of students scoring "Hi" or "HiAvg" (1st and 2nd grade) will increase by 5% as measured by NWEA Reading Assessment	Results from Spring 2021 NWEA reading assessment: Grades 1-8 22.5% Hi 20.8% HiAvg 30.0% Avg 14.2% LoAvg 11.7% Low
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	By Spring 2021, the percentage of kindergarten students scoring "At or Above Benchmark" on the Acadience Reading Test will increase by 10% Baseline: 27% of students in Grade K scored "At or Above Benchmark" in January 2021	Acadience Composite Assessment for K students Spring 2021: 60% of students scored "At or Above Benchmark"

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1)  In grades TK-8, teachers will continue to refine their	Teachers continued their use of district-adopted textbook programs in English/language arts. Because the district		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, Collections by Houghton Mifflin Harcourt for grades 6-8, and selected series for grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p> <p>One TOSA will specialize in English Language Development (ELD) for English Learners. During</p>	<p>remained on distance learning through March and completed the year in a hybrid model (blend of distance and in-person learning), teachers relied heavily on the online components of the Wonders and Collections programs.</p> <p>TOSAs continued to assist teachers at the TOSAs' assigned school sites and in the TOSAs' areas of focus. Additionally, the TOSAs planned voluntary professional development sessions each Monday afternoon. Topics ranged from techniques for teaching virtually to online components of district curricula to administration of assessments. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter. English Language Development (ELD) for English Learners took place in two ways. On Monday mornings, classroom teachers taught a designated ELD lesson using the ELD component of their E/LA text. Tuesdays through Fridays, English Learners were assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.</p>			
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.</p> <p>The high school will plan to resume administration of the Preliminary SAT/National Merit Scholarship Qualifying</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level or departmental PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. At OAK-8 NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID. OAHS needed to put its administration of the PSAT on hiatus in Fall 2020.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts. OAHS will continue to offer afterschool support for students both virtually and in person (when in-person instruction resumes).</p>	<p>The SIPPS reading intervention program was delivered virtually during the 2020-2021 school year. With guidance and support from TOSAs, hourly support teachers administered Acadience tests to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs, classroom teachers, and hourly support teachers then utilized the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operated four days a week during times when students in the group were not participating in live synchronous instruction with their classroom teacher. Groups proceeded even during the period of hybrid instruction from March 2021 through the end of the year.</p> <p>OAHS needed to recalibrate its intervention plans to align with distance learning and then hybrid/blended learning. During distance learning, OAHS brought back three cohorts of students (approximately 45 students) for in-person support with distance learning. Once hybrid/blended learning began, OAHS resumed afterschool assistance both in person and</p>	<p>OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 24,000</p> <p>Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 25,000</p> <p>Salaries of afterschool tutoring teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,000</p>	<p>OAK-8 portion of district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 56,504</p> <p>Hourly support teaching positions, OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 25,297</p> <p>OAHS afterschool intervention 1000-1999: Certificated Personnel Salaries Other 21,962</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	virtually. OAHS also responded to a significant need for credit recovery with a seven-week summer credit recovery program utilizing a new online curriculum, Edgenuity.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the actions except PSAT testing and year-long afterschool tutoring at OAHS were implemented in 2020-2021. Throughout the school year, teachers worked admirably to deliver quality English/language arts instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. SIPPS reading intervention went extremely well in an online format. Anecdotally, teachers and parents reported that students enjoyed SIPPS instruction, and SIPPS assessments showed that participating students did make progress. The sticking point for SIPPS and for Imagine Learning for English Learners was student participation. Some students had difficulty attending SIPPS regularly, and a substantial number of English Learners did not regularly log in to Imagine Learning as assigned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of the Spring 2021 NWEA reading test (administered to students in grades 1-8) show that most OAK-8 students were able to make satisfactory progress in English/language arts during the 2020-2021 school year. That said, teachers have reported that a group of students returned to school for in-person instruction in 2021-2022 with gaps and deficits in this area. It appears that while a sizeable group of students maintained their learning rate during online instruction, many students did have their learning momentum affected by the loss of regular in-person instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The expenditure for TOSA support came in higher than anticipated because due to increased enrollment the charter budget was billed for a larger share of the TOSA Program. The expenditure for afterschool intervention at OAHS came in higher than anticipated because because this number includes both afterschool tutoring funded by LCFF Supplemental funds and in-person cohorts funded by COVID funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, students were grouped by reading performance level and SIPPS was taught schoolwide. The Heggerty phonemic awareness curriculum was incorporated into a two week "jump start" program for students entering transitional kindergarten and kindergarten. And reading was an emphasis of a two-week "jump start" program for students entering seventh and eighth grades. This coming year, our school will capitalize on the return to full-time in-person instruction by prioritizing core instruction and working to accelerate instruction so all students have the opportunity to accomplish grade-level proficiency. Teachers will access support from TOSAs so district adopted E/LA curriculum can be implemented with fidelity. Designated and integrated ELD for English Learners will resume with five days a week of in-person lessons. The SIPPS reading intervention program will continue as in previous years. PLCs will return in 2021-2022 to a more typical cycle for analysis of data and planning next steps for instruction and intervention based on the analysis.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency. Due to the Covid 19 shutdown the CAASPP was not administered.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in mathematics	<p>Math proficiency increased by 5% overall and in each subgroup</p> <p>Baseline data: CAASPP math testing, 11th grade, Spring 2019: 17% Standard Exceeded 38% Standard Met 21% Standard Nearly Met 23% Standard Not Met</p>	<p>Due to COVID-19 CAASPP math testing was not administered as a statewide test. OAHs administered the CAASPP to 11th graders and OAK-8 administered the NWEA reading and math assessments. 11th grade CAASPP results in math were as follows: 20% Standard Exceeded 29% Standard Met 30% Standard Nearly Met 20% Standard Not Met</p> <p>For full NWEA results, see box below.</p>
NWEA-MAP Grades 1-8 % students scoring "Hi" and "HiAvg"	<p>The percentage of students scoring "Hi" or "HiAvg" (1st and 2nd grade) will increase by 5% as measured by NWEA mathematics assessment</p>	<p>Results from Spring 2021 NWEA mathematics assessment: Grades 1-8 13.3% Hi 21.7% HiAvg 29.2% Avg 13.3% LoAvg 22.5% Low</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8, and CPM and</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6-8), with an emphasis on online components of the programs that were suited for distance and hybrid learning.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-8, while OAHS will have its own TOSA specializing in math instruction..</p> <p>Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.</p> <p>TOSAs will support teachers with distance/blended learning by presenting professional development each</p>	<p>TOSAs continue to support classroom teachers with implementation of the math curriculum and the adoption of the curriculum to virtual learning. Math frequently was the topic of voluntary professional development sessions offered by TOSAs each Monday afternoon. TOSAs planned regular "office hours" on Mondays during which they could answer questions and provide one-on-one support. All of this was communicated to teachers and administrators in a weekly "TOSA Tips" email newsletter. District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.</p>			
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.</p> <p>At the high school, a site-based TOSA will continue to assist Math Department colleagues with curriculum, instruction, assessment, and intervention.</p> <p>The high school Math Department will continue to utilize a department-created common formative assessment to</p>	<p>Throughout distance learning and continuing in hybrid/blended learning, time was set aside on Mondays for teachers to meet in grade-level or departmental PLCs. Due to the challenges of distance learning, teachers capitalized on this time to collaborate on lesson plans and to teach each other what applications and activities worked best with students. NWEA assessments were not given in the first and second trimesters, and CAASPP testing was not done in the spring, so teams did not need as much time for review and analysis of data. Elementary schools were not able to implement a second weekly PLC period as they had been able to do pre-COVID. OAHS put the PSAT on hiatus during 2020-2021.</p>	<p>Salary for OAHS math TOSA</p> <p>All other expenses listed under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,000</p>	<p>All expenses listed under Goal #1 with the exception of following:</p> <p>One section of TOSA time in Math at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15,267</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>track progress in math in grades 9-12.</p> <p>The high school will plan to resume administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.</p> <p>As possible when in-person instruction resumes, OA Independent Study will schedule math support for grades 3-8. These will be done either during or after blended classes.</p> <p>OAHS will continue the following intervention activities:</p>	<p>Zearn and IXL proved to be valuable supplements to the district's math curriculum. Many teachers assigned work from Zearn or IXL and reported they gave students valuable practice and second helpings of instruction. OAHS needed to recalibrate its intervention plans to align with distance learning and then hybrid/blended learning. During distance learning, OAHS brought back three cohorts of students (approximately 45 students) for in-person support with distance learning. Once hybrid/blended learning began, OAHS resumed afterschool assistance both in person and virtually. OAHS also responded to a significant need for credit recovery with a seven-week summer credit recovery program utilizing a new online curriculum, Edgenuity.</p>	<p>Expenses associated with OAHS Math Department assessment</p> <p>All other expenses listed elsewhere in this section or under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Two during-school support classes in Algebra</li> <li>• Before-school homework assistance program four days a week</li> <li>• After-school homework assistance program three days a week</li> <li>• After-school support classes in Algebra, Geometry, and Algebra 2</li> <li>• SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.</li> </ul>			

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the actions stated here were implemented in 2020-2021. Throughout the school year, teachers worked hard to deliver quality math instruction in an online format. Teachers reported having learned numerous new applications, strategies, and techniques that enabled students to learn virtually. Weekly PLC meetings and weekly professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. Two online programs, Zearn and IXL, emerged as valuable supplements to the math curriculum. Teachers reported some difficulty with math instruction during distance learning because the district's math curricula (Expressions and CPM) are designed to incorporate student "discovery" of key facts and concepts and continuous student collaboration and dialogue around this discovery.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of the Spring 2021 NWEA math test (administered to students in grades 1-8) show that many students lost ground in math during the long period of distance and hybrid learning. Math even more than English/language arts has become the academic area of need.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The expenditure for the section of TOSA support at OAHS came in higher than expected due to salary increases.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district began its response to the lost learning time in the 2020-2021 school year by utilizing summer programming for targeted instruction based on students' learning levels. In a four-week summer school for students headed into grades 1-6, teachers incorporated Zearn Math as well as numerous math games recommended by district consultant Michele Douglass. Math skills also were highlighted in two-week "jump start" programs for students entering transitional kindergarten, kindergarten, seventh grade, and eighth grade. For the coming year, the district is emphasizing an acceleration of instruction so students can have the opportunity to complete learning unfinished in 2020-2021 while staying on pace with the pace of grade-level math instruction for the current school year. As for professional development, the district plans to have Douglass focus her support on grades 3, 4, and 5 this school year. OAHS will resume afterschool tutoring in 2021-2022.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Overall attendance rates Rates of chronic absenteeism	Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup	<p>OAHS attendance was 95.5% for 2020-2021. Chronic absenteeism at OAHS was 2.8% overall. For subgroups, chronic absenteeism was 7.1% for English Learners, 25.0% (one of four) for homeless students, 0% for other subgroups.</p> <p>OAK-8 attendance was 96.5% for 2020-2021. Chronic absenteeism was 4.4% overall. For subgroups, chronic absenteeism was 11.8% for students with disabilities, 0% for other subgroups.</p>

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Communication with Students and Families</p> <p>Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p>	<p>School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents throughout the 2020-2021 school year. This communication expanded from past years, as many families had difficulty having their children participate in distance learning and required additional reminders and assistance. In some cases, school staff made home visits, provided additional help with technology devices and</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	internet access, and coached students and parents on how to log in to virtual meetings.		
<p>B. School Programming</p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize staff counselor, community liaison, and district Educational Services personnel to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>The School Attendance Review Board (SARB) was not a viable option for schools in 2020-2021 because the District Attorney opted not to prosecute families for truancy. Without SARB as an end option, the district implemented a tiered approach for attendance accountability that included school monitoring and sequential interventions by the teacher, the school, and the district. In some cases, direct support to the family, even including home visits and/or help with technology and internet access, resulted in students showing improved attendance. In some cases, the implementation of small-group cohorts from November through March got students on campus for in-person instruction (following COVID-19 guidelines). In some cases, it was not until hybrid/blended instruction began in March that students showed improved attendance.</p>		



## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As described above, the strategies articulated in the plan needed to be transformed to address the realities of a long period of distance learning. Some students had great difficulty being engaged in distance learning, and the school needed to take extra measures to have these students participate. The Check, Connect, and Respect Program was discontinued due to budget reductions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall attendance remained solid, a sizeable group of students experienced chronic absenteeism during the long period of distance learning running from August through March. Extra measures taken by the school principal, teachers, office staff, counselor, and community liaison (as described above) did make a difference in getting students to attend school. That said, the most effective move in promoting attendance was the return of in-person instruction in the form of small-group cohorts operating from November through March (OAHS had three cohorts operating) and hybrid/blended learning (two days of in-person instruction per week) operating from March through June.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No expenditures listed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district will have more leverage in promoting attendance in 2021-2022, as the District Attorney and SARB have simplified SARB referrals so students/families can more easily be held accountable for truancy. The school will continue its efforts to work with families to problem-solve around attendance, but if issues continue it will not hesitate to refer students to SARB.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey California Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time</p> <p>Baseline data:</p> <p>In October 2020, students and parents were surveyed on the level of caring they experience at school. Results were as follows:</p> <p>OAHs</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (71%), notice when they are not there (68%), listen to them when they have something to say (77%), are there for them when they have a problem or concern (78%), and believe they will be a success (75%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (87%), teachers communicate with parents about what students are expected to learn (57%), parents feel welcome to be involved in the school (68%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (68%).</p> <p>OAK-8</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at</p>	<p>In October 2021, students and parents were surveyed on the level of caring they experience at school. Results were as follows:</p> <p>OAHs</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (74%), notice when they are not there (68%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (80%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (84%), teachers communicate with parents about what students are expected to learn (72%), parents feel welcome to be involved in the school (66%), there is someone at school to talk to about a problem or concern (75%), and school staff take parent concerns seriously (63%).</p> <p>OAK-8</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (83%), notice when they are not there (68%), listen to them when they have something to say (85%), are there for them when they have a problem or concern (82%), and believe they will be a success (90%).</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>school who really care about them (85%), notice when they are not there (65%), listen to them when they have something to say (81%), are there for them when they have a problem or concern (85%), and believe they will be a success (88%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (84%), teachers communicate with parents about what students are expected to learn (77%), parents feel welcome to be involved in the school (77%), there is someone at school to talk to about a problem or concern (78%), and school staff take parent concerns seriously (81%).</p>	<p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (83%), teachers communicate with parents about what students are expected to learn (88%), parents feel welcome to be involved in the school (58%), there is someone at school to talk to about a problem or concern (88%), and school staff take parent concerns seriously (83%).</p>

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.</p> <p>Regular lessons in social/emotional learning will be planned for Monday mornings.</p> <p>In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.</p> <p>Teachers will have regular office hours and availability during distance and blended learning.</p>	<p>Teachers prioritized teacher-student relationships throughout the 2020-2021 school year. They planned regular virtual lessons in social/emotional learning on Monday mornings, and the "office hours" they scheduled were attended and appreciated by many students. Teachers themselves showed great empathy for the challenges students and their families experienced during the pandemic. We can cite numerous examples of teachers going to extra measures to support, encourage, and lift up students and families.</p> <p>OAHS also prioritized social/emotional learning for professional</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>development. In June 2021, OAHS staff participated in a day-long training in Youth Mental Health First Aid (YMHFA). Several OAHS logged in the additional hours of training that were necessary to accomplish certification in YMHFA.</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.</p> <p>An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>School-home communication accelerated during COVID-19, as administrators, office staff, and teachers had much to communicate with parents. Parent Square remained the chief venue for this communication. Some parents stated that they received more email and posts than they had time to read and peruse.</p> <p>Students and families were appreciative of the district's distribution of a technology device to each student. Some families needed assistance with internet access and were issued hot spots. The Technology Department scheduled regular availability to families and assisted many.</p> <p>After-hours academic support from hourly support teachers was made available. The support was promoted by school administration but only a limited number of students capitalized.</p> <p>The district offered some parent education workshops virtually and found that parent attendance increased.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	OAK-8 and OAHS offered virtual Back to School Nights. Many parents commented that they appreciated being able to participate in district and school meetings while remaining at home.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities stated here were implemented during the school year. The school and its staff certainly worked hard to support students and families during a challenging time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

From the window into their students' lives made possible by Zoom meetings, teachers gained great insight into their students. Teachers responded with empathy, understanding, and in some cases heroic measures to support students and families. The year-long emphasis on relationship-building and social/emotional learning was favorably greeted by both teachers and students. The district's provision of technology devices has been a game-changer, as many students did not previously have access to technology and internet access. School-home communication was helpful to parents but needs to be pared down, as some parents were overwhelmed by the amount. After-hours academic support from hourly teachers was not as successful as had been hoped, as students eschewed it in favor of attending office hours to access support from their teacher. Virtual meetings produced increased attendance by parents, as parents did not need to make childcare arrangements, travel to and from school, etc. in order to participate. The virtual format for meetings needs to remain an option in the years to come.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No expenditures listed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue to work hard to help students and parents feel a sense of caring and support. In-person instruction figures to give the school climate a more personal feel. Meantime, the school will make efforts to streamline school-home communication and to continue the virtual platform for parent meetings.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each student group	

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.</p> <p>As possible during distance learning and ultimately blended learning, OAK-8 will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage</p>	<p>Teachers prioritized relationships and rapport with students throughout the 2020-2021 school years (see responses for Goal 4). Regularly scheduled office hours afforded the opportunity for students to receive one-on-one support.</p> <p>The PBIS system went on hiatus in 2020-2021. While there were some references to the school's PBIS acronym and behavioral expectations during distance and blended learning, the school out of necessity needed to devote much more of its focus to compliance with COVID-19 health guidelines. When in-person instruction resumed on campus, more attention needed to be paid to cohorting, physical distancing, and mask-wearing than the school's pre-pandemic behavioral matrix.</p>	<p>Incentives for PBIS 5000-5999: Services And Other Operating Expenditures Site Formula Funds 200</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>As possible during distance and blended learning, all OA sites will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB and many clubs and organizations.</p>	<p>For the most part student clubs and organizations went on hiatus. The OAHS ASB and OAK-8 ASB did plan some leadership activities, and the students organized and promoted some spirit days for the school.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p>	<p>As mentioned in the response for Goal 4, teachers planned lessons in social/emotional learning each Monday morning. These lessons helped build a sense of community and connectedness in classes.</p>		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Aside from PBIS and most student extracurricular activities being paused, the rest of the activities mentioned above were implemented. Teachers and students appreciated the regular investment of instructional time into social/emotional learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number and rate of suspensions decreased sharply during the 2020-2021 school year. During distance learning, students were far less likely to engage in behavior that would merit a suspension; during blended learning, smaller cohorts and abbreviated school days also made it less likely for students to engage in behavior that would merit a suspension.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

OAK-8 did not implement PBIS during the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To this point in the 2021-2022 school year, many students have had difficulty adjusting or re-adjusting to full-time in-person instruction. Teachers report they are experiencing more behavioral issues, and office referrals and suspensions are significant. In response to this, the school is resuming PBIS this school year, with students and staff revisiting the PBIS acronym and behavioral matrix. Regular communication about behavioral expectations and incentives for positive behavior will resume. During the school year the district will identify a curriculum in social/emotional learning and possibly a screening tool for social/emotional issues. These advances also will benefit students and hopefully reduce suspensions.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English/Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in English/language arts	2019 CAASPP Results (% proficient or above, grades 3-8 and 11) 64.08% All Students 45.68% Low-income Students 25.00% Students with Disabilities 7.14% English Learners	E/LA proficiency increased by 5% overall and in each subgroup

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, Collections by Houghton Mifflin Harcourt for grades 6-8, and selected series for grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)

TOSAs will support teachers with distance/blended learning by presenting paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning.

OAHS will implement an English Support course for English Learners. The course will feature ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience) curriculum. Meanwhile, one district TOSA will specialize in English Language Development (ELD) for English Learners. Imagine Learning will be emphasized as a tool for designated ELD.

OAHS English teachers will continue their work on collaborating around vertical articulation of curriculum and textbook usage.

### **Students to be Served by this Strategy/Activity**

All students, English Learners

### **Timeline**

Ongoing

### **Person(s) Responsible**

Classroom teachers, principals

### **Proposed Expenditures for this Strategy/Activity**

## **Strategy/Activity 2**

### **B. Progress Monitoring**

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.

The high school resume administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

Ongoing

### **Person(s) Responsible**

Classroom teachers, principals

### **Proposed Expenditures for this Strategy/Activity**

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.

OAHS will continue the following intervention activities:

- After-school homework assistance program three days a week
- After-school Peer Tutoring four days a week
- SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, TOSAs, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	OA portion of a district Teacher on Special Assignment
<b>Amount</b>	28,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries of hourly support teachers at OAK-8
<b>Amount</b>	12,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries of afterschool tutoring teachers at OAHS

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Math Achievement

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in mathematics	2019 CAASPP Results (% proficient or above, grades 3-8 and 11) 48.37% All Students 21.95% Low-income Students 14.28% Students with Disabilities 14.29% English Learners	Math proficiency increased by 5% overall and in each subgroup

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8, and CPM and selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment

(TOSAs). One TOSA will specialize in math instruction for grades K-8, while OAHS will have its own TOSA specializing in math instruction..

Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

OAHS will continue to offer an Algebra support course as a companion course to students who are struggling with Algebra (see comment for Strategy/Activity 3).

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principals, teachers

### **Proposed Expenditures for this Strategy/Activity**

## **Strategy/Activity 2**

### **B. Progress Monitoring**

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.

At the high school, a site-based TOSA will continue to assist Math Department colleagues with curriculum, instruction, assessment, and intervention.

The high school Math Department will continue to utilize a department-created common formative assessment to track progress in math in grades 9-12.

The high school will plan to resume administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.

### **Students to be Served by this Strategy/Activity**

Identified students

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principals, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	16,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary for OAHS math TOSA  All other expenses listed under Goal 1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

As possible when in-person instruction resumes, OA Independent Study will schedule math support for grades 3-8. These will be done either during or after blended classes.

OAHS will continue the following intervention activities:

- Two during-school support classes in Algebra
- Before-school homework assistance program four days a week
- After-school homework assistance program three days a week
- After-school support classes in Algebra, Geometry, and Algebra 2
- SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Expenses associated with OAHS Math Department assessment  All other expenses listed elsewhere in this section or under Goal 1



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Overall attendance rates Rates of chronic absenteeism	<p>OAHS attendance was 95.5% for 2020-2021. Chronic absenteeism at OAHS was 2.8% overall. For subgroups, chronic absenteeism was 7.1% for English Learners, 25.0% (one of four) for homeless students, 0% for other subgroups.</p> <p>OAK-8 attendance was 96.5% for 2020-2021. Chronic absenteeism was 4.4% overall. For subgroups, chronic absenteeism was 11.8% for students with disabilities, 0% for other subgroups.</p>	Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup

### Planned Strategies/Activities



## Strategy/Activity 1

### A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, office staff, and all those involved with school-home communication

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

### B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize staff counselor, community liaison, and district Educational Services personnel to work with students and families on improved attendance.

Utilize parent letters and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, office staff

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey California Healthy Kids Survey	October 2021  Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. Results follow by campus:  OAHS  The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (74%), notice when they are not there (68%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (80%).  The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time

Metric/Indicator	Baseline	Expected Outcome
	<p>the school (84%), teachers communicate with parents about what students are expected to learn (72%), parents feel welcome to be involved in the school (66%), there is someone at school to talk to about a problem or concern (75%), and school staff take parent concerns seriously (63%).</p> <p>OAK-8</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (83%), notice when they are not there (68%), listen to them when they have something to say (85%), are there for them when they have a problem or concern (82%), and believe they will be a success (90%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (83%), teachers communicate with parents about what students are expected to learn (88%), parents feel welcome to be involved in the school (58%), there is someone at school to talk to about a problem or concern (88%), and school staff take parent concerns seriously (83%).</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.

Team building and lessons in social/emotional learning will be planned for Spartan Homeroom at OAHS and for student "families" at OAK-8.

The district will provide professional development on the topic of trauma-informed practice in schools.

### Students to be Served by this Strategy/Activity

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Principals, office staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2****B. Support for Families**

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed, families will be able to check out hot spots that provide WiFi access. The Technology Department will be available to support families.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and effect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	No suspensions or expulsions were issued at OAHS and OAK-8 in 2020-2021.	Maintain/decrease current suspension/expulsion rates for students and each student group

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. School Culture

At the outset of the school year, teachers will focus on establishing relationships and rapport with students. A "jump start" program will help incoming ninth graders to become acclimated to OAHS.

OAK-8 will resume implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will revisit its rules/expectations along with neighbor school Olga Reed, and both schools will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

OAHS and OAK-8 will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. These include athletics, clubs, and organizations. OAHS will implement an eSports Program as a new, CIF-sanctioned interscholastic competitive offering for students.

The district will provide professional development on the topic of trauma-informed practice in schools.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Incentives for PBIS

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Throughout the school year, teachers will devote time to social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principals, teachers, counselors

### Proposed Expenditures for this Strategy/Activity

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	71,700.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	71,200.00
Site Formula Funds	500.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	71,000.00
5000-5999: Services And Other Operating Expenditures	700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	71,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rhett Carter	Principal
Jared Banks	Principal
Sandra Bravo	Parent or Community Member
Julia Colon	Parent or Community Member
Rebecca Fanshier	Parent or Community Member
Lori Speer	Parent or Community Member
Hannah Zuckerbraun	Secondary Student
Isis Perez	Secondary Student
Bridgette DePalma	Classroom Teacher
Isabel Riggs	Classroom Teacher
Genevieve Millin	Classroom Teacher
Joe Dana	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: School Advisory Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 21, 2019.

Attested:

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Orcutt School for Independent Study
<b>Address</b>	3491 Point Sal Road Casmalia, CA 93429
<b>County-District-School (CDS) Code</b>	42-69260-0141168
<b>Principal</b>	Josh Ostini
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 17, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	November 17, 2021
<b>Local Board Approval Date</b>	December 15, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 3
- School Profile ..... 3
- Stakeholder Involvement ..... 4
- Goals, Strategies, & Proposed Expenditures..... 5
  - Goal 1..... 5
  - Goal 2..... 9
  - Goal 3..... 13
  - Goal 4..... 16
  - Goal 5..... 19
- Budget Summary and Consolidation ..... 21
  - Budget Summary ..... 21
  - Allocations by Funding Source..... 21
  - Expenditures by Funding Source ..... 22
  - Expenditures by Budget Reference ..... 23
  - Expenditures by Budget Reference and Funding Source ..... 24
- School Site Council Membership ..... 25
- Recommendations and Assurances ..... 26
- Addendum..... 27
  - Instructions: Linked Table of Contents..... 27
  - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 30
  - Appendix B: Select State and Federal Programs..... 32

# School Vision and Mission

## Vision:

To be a benchmark independent study program, recognized for effective student-centered learning environments, a welcoming community that promotes mutual respect and the appreciation of diversity of experiences that make up its population, with an unwavering emphasis on preparing students to be leaders equipped as thriving citizens in the 21st century global society.

## Mission:

Orcutt School for Independent Study provides innovative avenues of study and educational options that place a premium on academic learning, with caring relationships at its core. As partners, students, parents, staff and the community work together to ensure a nurturing, caring environment where students achieve their potential.

# School Profile

The Orcutt School for Independent Study (OSIS) is in its first year as an Orcutt Union School District school offering independent study options to students in grades K-8. Prior to 2021-2022, the school was affiliated with the Orcutt Academy Charter School as an independent study program. In the wake of the alterations to independent study brought on by AB 130, District Superintendent Dr. Holly Edds on August 6 made the decision to once again affiliate the independent study program with the district (not the charter) and to work toward establishing the program as a separate district school.

What follows is a brief recap on how OSIS operates as a school:

## School Organization

OSIS is a full fledged district school, with all revenue through enrollment going to the Orcutt Union School District. The school's format is independent study and it adheres to AB 130 and all state laws, Board Policies, and Administrative Regulations that pertain to that educational option. Grade levels served are kindergarten through eighth grade. The school currently serves 119 students. Josh Ostini is principal, and the school employs five teachers and an office manager. The campus location is at 3491 Point Sal Road in Casimaria. OSIS has an approved budget as a separate school, and its budget structure is consistent with the budget structure of other schools in the district. OSIS is responsible for required state documents such as the School Plan for Student Achievement, Safe Schools Plan, and School Accountability Report Card. As part of the district, OSIS potentially will be able to benefit from federal and state grants allocated to the district.

## Curriculum

OSIS utilizes district adopted curricula that fully meet align with state standards and state requirements. OSIS students and teachers also have access to supplemental district online programs such as Compass Learning, Zearn Math, and IXL Math. OSIS teachers participate in professional development on curriculum provided by the OUSD Educational Services Department.

## Instruction

OSIS offers a blended option that features three days of in-person instruction and two days of home study (with transportation from Santa Maria and Orcutt available on those days). It also offers a full home study option and an option for dual enrollment with the district's junior high schools. These options will feature daily interaction and live synchronous instruction to the extent required by AB 130. The program has some academic intervention offerings facilitated by the district Educational Services Department.

## Assessment

OSIS administers the same benchmark and state assessments as other K-8 schools in the district; these include Acadience reading testing, NWEA reading and math testing, and all required state tests ranging from state fitness testing to ELPAC testing to CAASPP testing. Because OSIS is a separate school entity, it will have its own entry on the California School Dashboard where assessment results will be reported.

## Student Supports

OSIS students have access to Special Education services, counseling services, and other student supports. Principal Ostini and his staff have school rules and policies in place, and they have the option of incorporating some of the Positive Behavioral Interventions and Supports (PBIS) strategies utilized by the district's other schools. OSIS will continue to organize assemblies, activities, and events that enrich students' learning experience and enable families to feel an affinity with the program. If students and families desire, As needed, OSIS can partner with other district schools to make available opportunities for extracurricular activities, athletics, and academic competitions.

For the 2021-2022 school year, 108 students are enrolled including 4.6% classified as English Language Learners, 11% in students with disabilities, and 44.4% socioeconomically disadvantaged.

**English Language Learners:** English Learners represent a 4.6 percentage of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

**Students with Disabilities:** Students with Disabilities represent a 11 percentage of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: District English Learner Advisory Council and School Site Council.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was discussed at the following:

Staff Meeting of 11/16/21

School Site Council meeting of November 17, 2021

There is continual dialogue about the operations of the program due to the requirements of AB 130, the needs of students, and an agreement with the Guadalupe Union School District to accept GUSD students for long-term independent study.

Time was taken on October 5, 2021, and November 15, 2021, to work on the draft with the Assistant Superintendent of Educational Services who was the Independent Study Program Director in the 2020-2021 school year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English/Language Arts

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of English/language arts with the goal of all students achieving proficiency

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-8 Reading Assessment % students scoring "Avg," "HiAvg," and "Hi"	Results from Fall 2021 NWEA Reading Assessment: Grade 1 70% Hi 10% HiAvg 10% Avg 10% LoAvg 0% Low  Grade 2 80% Hi 10% HiAvg 0% Avg 0% LoAvg 10% Low  Grade 3 36% Hi 27% HiAvg 18% Avg 0% LoAvg 18% Low  Grade 4 55% Hi 18% HiAvg 9% Avg	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Reading Assessment administered in Spring 2021.

Metric/Indicator	Baseline	Expected Outcome
	18% LoAvg 0% Low  Grade 5 14% Hi 36% HiAvg 29% Avg 7% LoAvg 14% Low  Grade 6 31% Hi 31% HiAvg 15% Avg 15% LoAvg 8% Low  Grade 7 22% Hi 33% HiAvg 11% Avg 22% LoAvg 11% Low  Grade 8 13% Hi 25% HiAvg 50% Avg 6% LoAvg 6% Low	
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	Acadience Reading Grade K Fall 2021 administration 33% scored at or above benchmark	By Spring 2021, 80% of kindergarten students will be scoring at or above benchmark

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

Teachers will implement district-adopted curriculum in English/language arts (Wonders for grades K-5, Collections for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up trainings for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing



## Person(s) Responsible

Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded

## Strategy/Activity 2

### B. Progress Monitoring

In English/language arts, teachers will monitor student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this will include Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.

Teachers will attend Student Success Team meetings with parents to address these needs.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Reading intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by intervention teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students.

Increased education opportunities will also be provided: After school tutoring with our certificated teachers will be offered throughout the school year.

## Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, TOSA, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,240
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of mathematics with the goal of all students achieving proficiency

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-8 Mathematics Assessment % students scoring "Avg," "HiAvg," and "Hi"	Results from Fall 2021 NWEA Mathematics Assessment: Grade 1 80% Hi 10% HiAvg 10% Avg 0% LoAvg 0% Low  Grade 2 70% Hi 20% HiAvg 0% Avg 0% LoAvg 10% Low  Grade 3 9% Hi 27% HiAvg 36% Avg 0% LoAvg 27% Low  Grade 4 42% Hi 25% HiAvg 0% Avg 17% LoAvg	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Mathematics Assessment administered in Spring 2021.

Metric/Indicator	Baseline	Expected Outcome
	17% Low  Grade 5 21% Hi 14% HiAvg 36% Avg 21% LoAvg 7% Low  Grade 6 8% Hi 23% HiAvg 23% Avg 31% LoAvg 15% Low  Grade 7 0% Hi 25% HiAvg 50% Avg 13% LoAvg 13% Low  Grade 8 7% Hi 27% HiAvg 40% Avg 20% LoAvg 7% Low	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

Teachers will implement district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up trainings for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.

The TOSA team will provide support for identification of and training in effective, research-based instruction for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

The principal and TOSA will monitor instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development: Cost of workshops, conferences, consultants, substitutes

### Strategy/Activity 2

#### B. Progress Monitoring

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers will identify students in need of targeted academic intervention.

Identified students will receive support through increased education opportunities: After school tutoring with one of our certificated teachers throughout the school year.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

### Students to be Served by this Strategy/Activity

Students below grade level in mathematics, English Learners, Foster Youth, Low-Income Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School attendance (in the independent study format, attendance is determined through student completion of independent study assignments)  Chronic absenteeism (students who are marked absent for 10% or more of the time)	2020-2021 School attendance: 91.05%	Increase school attendance rate by 2% in 2021-2022

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Provide digital experiences to enrich the curriculum and engage more fully in the school experience.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives
Amount	3,469
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Digital experiences to enrich the curriculum

### Strategy/Activity 2

#### B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the Tiered Reengagement Process.

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers



### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>October 2021 Student Survey October 2021 Parent Survey</p>	<p>October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none"> <li>*really cares about them (86%)</li> <li>*notice when they are not there (73%)</li> <li>*listen to them when they have something to say (79%)</li> <li>*are there for them when they have a problem or concern (83%),</li> <li>*believe they will be a success (85%).</li> </ul> <p>October 2021 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none"> <li>*school staff communicate with parents about what is happening at the school (75%)</li> <li>*teachers communicate with parents about what students are expected to learn (59%)</li> <li>*parents feel welcome to be involved in the school (59%)</li> </ul>	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who</p> <ul style="list-style-type: none"> <li>*really care about them</li> <li>*notice when they are not there</li> <li>*listen to them when they have something to say</li> <li>*are there for them when they have a problem or concern</li> <li>*believe they will be a success</li> </ul> <p>Increase by 20% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school...</p> <ul style="list-style-type: none"> <li>*school staff communicate with parents about what is happening at the school</li> </ul>

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (59%) *school staff take parent concerns seriously (58%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned for our Monday Live-Lessons: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social/emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2020-2021 0 suspensions 0 expulsions	Maintain current rate of zero suspensions and zero expulsions in 2021-2022.

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the Books, Robotics team and, Math Super Bowl team.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program.)

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	11,709.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	11,709.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	3,240.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	8,469.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,240.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,469.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Josh Ostini	Principal
Diana Sherer	Classroom Teacher
Dana Alford	Other School Staff
Hannah Brown	Parent or Community Member
Michael Jimenez	Parent or Community Member
Leigha Peralta	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/17/2021.

Attested:



Principal, Josh Ostini on 11/17/2021

SSC Chairperson, Leigha Peralta on 11/17/2021

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Joseph Dana

## Assistant Superintendent of Educational Services



December 6, 2021

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: 2021 Educator Effectiveness Block Grant Expenditure Plans

### Background

The Educator Effectiveness Block Grant is a one-time allotment of state funding intended to support professional learning for teachers, administrators, and classified staff who interact with students. Funds from the grant may be expended from the date of plan approval through the end of the 2025-2026 fiscal year. We are receiving the following apportionments of Educator Effectiveness funding: \$893,362 for the Orcutt Union School District and \$126,540 for the Orcutt Academy Charter School.

As outlined in a presentation to the District Board of Trustees on November 10, we have received state guidance to utilize Educator Effectiveness funds for any or all of the following specific purposes:

- Coaching and mentoring staff
- Standards-aligned instruction and literacy across the curriculum
- Accelerated learning
- Practices to promote student well-being, positive school climate
- Special Education: inclusive practices, early identification, development of IEPs
- Effective language acquisition for English Learners
- Professional learning networks for educators
- Early childhood education
- Strategies to incorporate ethnic studies curricula in grades 7-12

In accordance with state guidance, we are submitting the attached Educator Effectiveness expenditure plans for the district and the Academy that directly address many of the purposes mentioned above. It does need to be stated that support and training for teachers, administrators, and classified staff is “multi-funded” – in other words, funded by multiple streams of state and federal dollars received by our district – so the Educator Effectiveness expenditure plans submitted do not reflect all professional development efforts undertaken by our district.

### Recommendation

Staff recommends that the governing board approve the 2021 Educator Effectiveness Block Grant Expenditure Plans for the Orcutt Union School District and the Orcutt Academy Charter School.

## Fiscal Impact

As mentioned earlier, the district will receive Educator Effectiveness Block Grants of \$893,362 for the district and \$126,540 for the Orcutt Academy Charter School. These funds can be utilized in concert with other state and federal funding to support professional development for our educators.



# Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$893.362	November 10, 2021	December 15, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. District-provided support for new teachers		\$25,000	\$27,000	\$30,000	\$34,000	116,000.00
<b>Subtotal</b>	<b>0.00</b>	<b>25,000.00</b>	<b>27,000.00</b>	<b>30,000.00</b>	<b>34,000.00</b>	<b>116,000.00</b>

**(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
A. Continue district curriculum consultants who can assist teachers with aligning Tier 1 classroom instruction with state standards, academic intervention, and other instructional improvements		\$25,000	\$27,000	\$30,000	\$34,000	116,000.00
B. Continue Teachers on Special Assignment (TOSAs) who support teachers, administrators, and classified employees who work with students (instructional assistants and others) with Tier 1 instruction, academic intervention, and other instructional improvements			\$170,000	\$180,000	\$195,000	545,000.00
<b>Subtotal</b>	<b>0.00</b>	<b>25,000.00</b>	<b>197,000.00</b>	<b>210,000.00</b>	<b>229,000.00</b>	<b>661,000.00</b>

**(3) Practices and strategies that reengage pupils and lead to accelerated learning.**

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Schedule presenters, trainings, workshops, and other professional development, with topics including social/emotional learning, trauma-informed practice, and suicide prevention.		\$25,000	\$27,000	\$30,000	\$34,362	116,362.00
<b>Subtotal</b>	<b>0.00</b>	<b>25,000.00</b>	<b>27,000.00</b>	<b>30,000.00</b>	<b>34,362.00</b>	<b>116,362.00</b>

**(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Schedule presenters, trainings, workshops, and other professional development, with topics including how to establish a positive school climate and a sense of belonging for all students -- see Focus Area 4, Planned Activity A.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



## Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	25,000.00	27,000.00	30,000.00	34,000.00	116,000.00
Subtotal Section (2)	0.00	25,000.00	197,000.00	210,000.00	229,000.00	661,000.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	25,000.00	27,000.00	30,000.00	34,362.00	116,362.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals by year</b>	<b>0.00</b>	<b>75,000.00</b>	<b>251,000.00</b>	<b>270,000.00</b>	<b>297,362.00</b>	<b>893,362.00</b>

<b>Total planned expenditures by the LEA:</b>
893,362.00

**Note:**

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.



# Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Academy Charter School	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$126,540	November 10, 2021	December 15, 2021

## [EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

**(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue curriculum consultants who can assist Orcutt Academy teachers with aligning Tier 1 classroom instruction with state standards, academic intervention, and other instructional improvements		\$10,000	\$11,000	\$12,000	\$13,000	46,000.00
B. Continue Teachers on Special Assignment (TOSAs) who support Orcutt Academy teachers, administrators, and classified employees who work with students (instructional assistants and others) with Tier 1 instruction, academic intervention, and other instructional improvements			\$15,000	\$16,000	\$17,500	48,500.00
Subtotal	0.00	10,000.00	26,000.00	28,000.00	30,500.00	94,500.00

**(3) Practices and strategies that reengage pupils and lead to accelerated learning.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

**(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Schedule presenters, trainings, workshops, and other professional development, with topics including social/emotional learning, trauma-informed practice, and suicide prevention.		\$5,000	\$6,000	\$7,500	\$9,540	28,040.00
<b>Subtotal</b>	<b>0.00</b>	<b>5,000.00</b>	<b>6,000.00</b>	<b>7,500.00</b>	<b>9,540.00</b>	<b>28,040.00</b>

**(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Schedule presenters, trainings, workshops, and other professional development, with topics including how to establish a positive school climate and a sense of belonging for all students -- see Focus Area 4, Planned Activity A.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
A. Continue Teachers on Special Assignment (TOSAs) -- see Focus Area 2, Planned Activity B.						
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Development of required ethnic studies curriculum and course for Orcutt Academy High School (course to be in place by 2025-2026)		\$1,000	\$1,000	\$2,000		4,000.00
<b>Subtotal</b>	<b>0.00</b>	<b>1,000.00</b>	<b>1,000.00</b>	<b>2,000.00</b>	<b>0.00</b>	<b>4,000.00</b>

**(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

### Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	10,000.00	26,000.00	28,000.00	30,500.00	94,500.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	5,000.00	6,000.00	7,500.00	9,540.00	28,040.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	1,000.00	1,000.00	2,000.00	0.00	4,000.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals by year</b>	<b>0.00</b>	<b>16,000.00</b>	<b>33,000.00</b>	<b>37,500.00</b>	<b>40,040.00</b>	<b>126,540.00</b>

<b>Total planned expenditures by the LEA:</b>
126,540.00

**Note:**

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.