

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, November 9, 2022

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.

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the November 9, 2022 Agenda

Moved _____ Second _____ Vote _____

D. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-G 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 closed session items 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.

A. Motion to Adjourn to Closed Session

Moved _____ Second _____ Vote _____

III. ADJOURN TO CLOSED SESSION

A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1): 3 Case

B. Conference with Legal Counsel Regarding Anticipated Litigation.

1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)

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. Public Employee Evaluation of Performance

G. Student Discipline or Other Confidential Student Matters

IV. RECONVENE TO PUBLIC SESSION 6:30 PM

- A. Motion to Reconvene to Public Session
Moved _____ Second _____ Vote _____
- B. Report of Action Taken in Closed Session

V. COMMUNICATIONS/DISCUSSION/INFORMATION

- A. Reports and Presentations
 - 1. OAHS ASB Update
 - 2. Joe Nightingale Presentation
 - 3. Mateo Ferreira Eagle Scout Presentation (OAHS)
 - 4. OAHS Drama Presentation
- 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 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 and state that you want to make a public comment and indicate what agenda item you would like to speak about.

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 on tonight's agenda 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. Certificated Personnel Action Report
- C. Approval of October 12, 2022, Regular Board Meeting Minutes
- D. Approval of October 26, 2022 Special Board Meeting Minutes
- E. Approval of Warrants
- F. SBCEO Statement of Assurance for K12 Strong Workforce Program
- G. Child Nutrition Super Co-Op Contract for the 2023-2024 School Year

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

Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Board Bylaw 9100 Organization

It is recommended that the Board of Trustees approve the revised Board Bylaw 9100 Organization, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

2. Board Bylaw 9220 Governing Board Elections

It is recommended that the Board of Trustees approve the revised Board Bylaw 9220 Governing Board Elections, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Set Annual Organizational Meeting

It is recommended that the Board of Trustees set its Annual Organizational Meeting on December 14, 2022, with Public Session beginning at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

Moved _____ Second _____ Vote _____

4. California School Board Association Delegate Assembly Election Nominations It is recommended that the Board of Trustees nominate a Board Member to run for election in CSBA's Delegate Assembly, as submitted.

Moved _____ Second _____ Vote _____

5. Acceptance of Gift: Kiwanis Club of Orcutt

It is recommended that the Board of Trustees accept the \$500 donation from the Kiwanis Club of Orcutt, to Ralph Dunlap School for improving school activities on campus, as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. Youth League Facility Use Agreements: Orcutt American Little League, Boys and Girls Club of the Mid Central Coast

It is recommended that the Board of Trustees approve the Youth League Facility Use Agreements, as submitted.

Moved _____ Second _____ Vote _____

2. OASIS Facility Use Agreement
It is recommended that the Board of Trustees approve the OASIS Facility Use Agreement, as submitted.
Moved _____ Second _____ Vote _____

3. Board Policy 7150 Site Selection and Development
It is recommended that the Board of Trustees approve the Revised Board Policy 7150 Site Selection and Development, for first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Policy 7110 Facilities Master Plan
It is recommended that the Board of Trustees approve the Revised Board Policy 7110 Facilities Master Plan, for first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

5. Approve the Sale or Disposal of Books, Equipment and Supplies
It is recommended that the Board of Trustees approve the approve the sale and disposal of books, equipment and supplies as submitted.
Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. School Plan for Student Achievement for Alice Shaw, Joe Nightingale, Lakeview JHS, Olga Reed, and Orcutt Academy
It is recommended that the Board of Trustees approve the School Plans for Student Achievement, as submitted.
Moved _____ Second _____ Vote _____

2. Board Policy 6146.1 High School Graduation Requirements
It is recommended that the Board of Trustees approve the Revised Board Policy 6146.1 High School Graduation Requirements, for first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

3. Board Policy 6158 Independent Study
It is recommended that the Board of Trustees approve the Revised Board Policy 6158 Independent Study, for first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Policy 6164.2 Guidance and Counseling Services
It is recommended that the Board of Trustees approve the Revised Board Policy 6164.2 Guidance and Counseling Services, for first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

5. Board Policy 6178 Career and Technical Education
It is recommended that the Board of Trustees approve the Revised Board Policy 6178 Career and Technical Education, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Accept 2022-2023 Initial Collective Bargaining Proposal from California Schools Employee Association Orcutt Chapter #255

It is recommended that the Board of Trustees accept the initial proposal for negotiations for the 2022-2023 school year from California School Employee Association Orcutt Chapter #255, as submitted.

Moved _____ Second _____ Vote _____

2. Board Policy 4030 Nondiscrimination in Employment

It is recommended that the Board of Trustees approve the Revised Board Policy 4030 Nondiscrimination in Employment, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Policy 4119.1 Civil and Legal Rights

It is recommended that the Board of Trustees approve the Revised Board Policy 4119.1 Civil and Legal Rights, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 4140 Bargaining Units

It is recommended that the Board of Trustees approve the Revised Board Policy 4140 Bargaining Units, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 4218 Dismissal/Suspension/Disciplinary Action

It is recommended that the Board of Trustees approve the Revised Board Policy 4218 Dismissal/Suspension/Disciplinary Action, for first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for December 14, 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. Motion to Adjourn to Closed Session
Moved _____ Second _____ Vote _____
- B. Closed Session items described in Item III. above

XI. RECONVENE TO OPEN SESSION (If Needed)

- A. Motion to Reconvene to Open Session
Moved _____ Second _____ Vote _____
- B. Report of Action Taken in Closed Session

XII. ADJOURN

- A. Motion to Adjourn the Meeting
Moved _____ Second _____ Vote _____

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

November 9, 2022

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
Arguilles, Maria	Transportation	Bus Attendant	11/6	6.7	\$300.00 per mo.	02/01/2023	Longevity – 25 years
Chavez, Daisy	Pine Grove	Instructional Assistant, 1	12/3	3.5	\$17.90 per hr.	10/10/2022	New hire
English, Jared	Transportation	Bus Attendant	11/3	4.0	\$17.47 per hr.	10/01/2022	Increase in hours
Gabalton, Shelley	Patterson	Instructional Assistant, 1	12/5	6.0	\$19.74 per hr.	09/28/2022	Resignation
Garcia, Deedra	Independent Study	Office Manager	22/2	6.0	\$1,000 per yr.	8/15/2022	Educational Stipend – Bachelor's
Heuchert, Marianne	Child Nutrition	Office Manager, Child Nutrition	22/6	8.0	\$250.00 per mo.	02/01/2023	Longevity – 20 years
Hyatt, Donna	Pine Grove	Instructional Assistant, 2	13/6	6.0	\$200.00 per mo.	02/01/2023	Longevity – 15 years
Juarez, Shirley	Nightingale	Child Care Assistant & Coordinator	17/6 & 8/6	8.0	\$250.00 per mo.	01/01/2023	Longevity – 20 years
Landron, Mary	Transportation	Bus Driver	18/6	5.37	\$24.03 per hr.	10/31/2022	Resignation
Lewis, Robin	Nightingale	Instructional Assistant, 1	12/6	8.0	\$20.73 per hr.	10/01/2022	Increase in hours
Llamas, Erika	Transportation	Bus Driver	18/4	5.37	\$21.80 per hr.	10/12/2022	Rehire
Prado, Yolanda	Child Nutrition	Child Nutrition Worker	8/3	3.5	\$16.22 per hr.	10/19/2022	New hire
Romine, Tim	Transportation	Vehicle & Equipment Mechanic, Lead	32/6	8.0	\$175.00 per mo.	01/01/2023	Longevity – 10 years
Smith, Audrey	Child Nutrition	Child Nutrition, Senior Cook	11/4	3.0	\$18.34 per hr.	10/01/2022	Additional assignment
Uribe, Jordan	Child Nutrition	Child Nutrition Worker	8/2	3.0	\$15.45 per hr.	11/30/2022	Resignation
Valencia, Analicia	Alice Shaw	Instructional Assistant, 2	13/2	3.5	\$17.48 per hr.	10/03/2022	New hire



Orcutt Union School District
 Classified Personnel Action Report
 November 9, 2022

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
Valle-Perez, Daniela	Alice Shaw	Instructional Assistant/Physical Education	11/1	.40	\$15.85 per hr.	09/29/2022	Additional position
Vargas, Dreal	Noon Duty Supervisor	Lakeview JH	6/1	1.0	\$15.00 per hr.	10/10/2022	New hire
Woo, Kristen	Orcutt Academy HS	Child Nutrition Cook	10/6	8.0	\$175.00 per mo.	01/01/2023	Longevity – 10 years
Woo, Kristen	Orcutt Academy HS	Child Nutrition Cook	10/6	8.0	\$19.72 per hr.	10/19/2022	Increase in hours
Emp. # 2312						10/13/2022	Released from probationary employment



Orcutt Union School District

Certificated Personnel Action Report

November 9, 2022

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Bertoldi, Janet	District	Hourly	\$50	9/16/22	Sub Administrator, 5.5 hrs
Beyers, Karly	Alice Shaw	Hourly	\$28	9/2-9/28/22	Long Term Sub Extra Duties, 4.25 hrs
Day, Michelle	District	Hourly	\$45	9/7-9/30/22	Home & Hospital, 19 hrs
Fortin, Amy	Orcutt Academy K-8	VI-1	\$59,802	2022-23	Completed MA Degree
Garza, Linda	District	Hourly	\$50	8/29-9/29/22	SPED Intern Mentor, 4 hrs
Grennan Slider, Julie	Joe Nightingale	VI-20	\$105,086	2022-23	Completed MA Degree
Grimnes, Courtney	Olga Reed, Orcutt Academy K-8	Stipend	\$221 \$221	2022-23	Battle of the Books Advisor Battle of the Books Advisor
Hough, Roberta	District	Hourly	\$50	9/1-9/30/22	New Teacher Support, 44 hrs
Kendrick, Theresa	Olga Reed	Stipend	\$1,630 \$1,630	2022-23	Girls Basketball Coach Boys Basketball Coach
Matautia, Jewelee	Orcutt Academy K-8	Stipend	\$1,630	2022-23	Boys Basketball Coach
Richardson, Laura	District	Hourly	\$30	9/12-9/30/22	Home & Hospital, 15 hrs
Swack, Stephanie	Joe Nightingale	Stipend	\$995	2022-23	Yearbook Advisor
Zimmerman, Lauren	District	Hourly	\$45	9/6-9/28/22	Home & Hospital, 28 hrs

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
October 12, 2022**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 12, 2022, in the District Board Room, beginning with Mark Steller calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Joe Dana. It was moved by Melanie Waffle seconded by Lisa Morinini to adopt the October 12, 2022 agenda. Members Present: Steller, Henderson, Morinini, Phillips and Waffle. Administrators Present: Edds, Salucci, Dana, and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

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: Steller, Henderson, Morinini, Phillips, and Waffle.

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Shaun Henderson and carried to reconvened to Public Session at 6:33 p.m. Mark Steller reported no action was taken during Closed Session.

SUPERINTENDENT'S REPORT

OAHs ASB updated the Board on Homecoming festivities and activities and shared some of the comical results of Spirit Week. Angel Uribe, a student at Orcutt Jr. High School, shared with the Board his experience at the National Youth Leadership Institute, in Washing D.C. Educational Services created and presented a re-cap video of the 10th Annual OCAF Chalk Festival. Brad Gitchell, Director of M.O.T, gave the Board an update on Transportation and Facilities.

ITEMS FROM THE BOARD

Melanie Waffle enjoyed visiting the YMCA during our 4th Grade swim lessons and appreciates our partnership with YMCA to provide this wonderful experience for our students. Liz Phillips concurs with Melanie regarding swim lessons and is grateful that we are overcoming obstacles to make sure more 4th graders can access this opportunity, for example, having swimsuits and swim goggles available for those who do not have access to these items. Shaun Henderson thanked everyone for making OUSD the best school district! We accomplish this by having wonderful leadership in place and by our all-hands-on deck attitude approach. Lisa Morinini enjoyed visiting the OCAF Chalk Festival and was thrilled to see the community coming together and participating in this event. Mark Steller enjoyed his recent visits to some of the schools sites and is impressed at how good our school campuses are looking and thank all involved who had a hand in this.

PUBLIC COMMENT

Leonard Bileti, Joyce Harrington, and Laurie Cox all spoke about dust pollution and intrusion from OUSD school buses at the Olga Reed/OAK8 school site. Monique Segura gave an OEA update

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Hiring of District Coaches for the 2022-2023 School Year
- C. Hiring of Charter School Coaches for the 2022-2023 School Year
- D. Certificated Personnel Action Report
- E. Approval of September 14, 2022, Regular Board Meeting Minutes
- F. Approval of Warrants
- G. Williams/Valenzuela Uniform Complaints Quarterly Report
- H. Olga Reed Classroom Modernization Project: Pre Con Industries Change Order #002
- I. Board Policy 3110 Transfer of Funds, for the second reading
- J. Board Policy 3523 Electronic Signatures, for the second reading
- K. Board Policy 3550 Food Service/Child Nutrition, for the second reading

- L. Board Policy 3551 Food Service/Cafeteria Fund, for the second reading
- M. Board Policy 3553 Free and Reduced Price Meals, for the second reading
- N. Board Policy 0420.41 Charter School Oversight, for the second reading
- O. Olga Reed and Orcutt Academy K-8 Overnight Trip to Catalina Island Marine Institute for Science Camp in October 2022
- P. OAHS Overnight Trip to visit Southern CA Colleges in November 2022
- Q. OAHS Cheer Team Overnight Trip to a Cheer Competition in Las Vegas in January 2023

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

ACTION ITEMS

Board Bylaw 9270 Conflict of Interest Code of the Orcutt Union School District

It was moved by Shaun Henderson seconded by Liz Phillips and carried to approve the revision to Board Bylaw 9270 Conflict of Interest Code of the Orcutt Union School District, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Resolution No. 8 Adopting a Conflict of Interest Code

It was moved by Lisa Morinini seconded by Shaun Henderson and carried to adopt Resolution No. 8 Adopting a Conflict of Interest Code, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Cooperative Purchasing Agreement for a Riding Lawnmower for District Use

It was moved by Melanie Waffle seconded by Shaun Henderson and carried to approve the Cooperative Purchasing Agreement for a Toro Riding Lawnmower via Turf Star Inc. in the amount of \$121,160.63, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Approve the Sale or Disposal of Books, Equipment and Supplies

It was moved by Liz Phillips seconded by Shaun Henderson and carried to approve the sale and disposal of books, equipment and supplies as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Roofing Repairs and Replacement Project at Orcutt Academy High School

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve the Roofing Repairs and Replacement Project at Orcutt Academy High School to Alliance Engineering Co. in the amount of \$47,950 as they were the lowest, responsive and responsible bidder. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Roofing Repairs and Replacement Project at the Early Learning Center, Classroom #33

It was moved by Shaun Henderson seconded by Liz Phillips and carried to approve the Roofing Repairs and Replacement Project at the Early Learning Center, Classroom #33 to Alliance Engineering Co. in the amount of \$22,450 as they were the lowest, responsive and responsible bidder. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Roofing Repairs and Replacement Project at Pine Grove Elementary School, Classroom #20

It was moved by Melanie Waffle seconded by Shaun Henderson and carried to approve the Roofing Repairs and Replacement Project at Pine Grove Elementary School, Classroom #20 to Alliance Engineering Co. in the amount of \$11,580 as they were the lowest, responsive and responsible bidder. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Purchase of a New Utility Trailer for District Use

It was moved by Shaun Henderson seconded by Lisa Morinini and carried to approve the purchase of a new utility trailer for \$15,939.59 from Heacock Trailer & Truck Accessories as it is in the best interest of the District. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Purchase of a Used District Vehicle

It was moved by Lisa Morinini seconded by Shaun Henderson and carried to approve the purchase of a 2010 GMC Sierra 2500 HD from \$28,553.75 from McDonald Enterprise as it is in the best interest of the District. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Temporary Increase to the Orcutt Union School District Revolving Fund Account

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the temporary increase to the District's Revolving Fund Account in the amount of \$10,000, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Approve the Professional Service Agreement with Soils Engineering, Inc. to Perform Materials Testing and Special Inspection Services for the Olga Reed Modernization Project

It was moved by Lisa Morinini seconded by Shaun Henderson and carried to approve the Professional Service Agreement with Soils Engineering, Inc. to Perform Materials Testing and Special Inspection Services for the Olga Reed Modernization Project, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

2023-2024 School Calendar

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to approve the approve the 2023-2024 School Calendar, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Resolution No. 7 Revised Declaration of Need for Orcutt Union School District for Fully Qualified Educators

It was moved by Liz Phillips seconded by Lisa Morinini and carried to adopt Resolution No. 7 Revised Declaration of Need for Orcutt Union School District, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

GENERAL ANNOUNCEMENT

Unless otherwise noticed, the next regular Board meeting is scheduled for Wednesday, November 9, 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

ADJOURN TO CLOSED SESSION

It was moved by Liz Phillips seconded by Lisa Morinini and carried to adjourn to Closed Session at 7:45 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Melanie Waffle and carried to reconvened to Public Session at 8:39 p.m. Mark Steller reported that by vote of 5-0, the Board approved settlement of a special education dispute in matter of Student v. School District, OAH Case No. 2022070129 no action was taken during Closed Session.

ADJOURN

It was moved by Liz Phillips seconded by Lisa Morinini and carried to adjourn the meeting at 8:40 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

Holly Edds, Ed.D. Board Secretary

Shaun Henderson, Clerk, Board of Trustee

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL CURRICULUM BOARD
MEETING
Wednesday, October 26, 2022**

CALL TO ORDER

A Special Curriculum meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 26, 2022, beginning with Mark Steller calling Public Session to order at 6:01 p.m., Kelly Osborne led the Pledge of Allegiance. Members Present: Steller, Henderson, Morinini, Phillips, and Waffle. Administrators: Edds, Salucci, Dana, and Knight. It was moved by Shaun Henderson seconded by Lisa Morinini and carried to adopt the October 26, 2022, agenda, as presented. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

PUBLIC COMMENTS

None

SPECIAL CURRICULUM BOARD MEETING: SCHOOL SITE UPDATES

The Principals from Alice Shaw, Joe Nightingale, Patterson Rd., Pine Grove, Ralph Dunlap, OSIS, Lakeview JHS, Orcutt JHS, Olga Reed, OAK8, and Orcutt Academy High School spoke to the Board regarding Single Plans for Student Achievement.

ITEMS FROM THE BOARD

Melanie Waffle appreciates that OUSD is about creating a community and thanked the principals for creating a family like atmosphere at their school sites. After listening to the principals speak Liz Phillips stated that their messages and enthusiasm reinforced why she is a Board Member. Lisa Morinini thanked the everyone for all that they do and noted that during COVID some structure was lost but now things are back on track and things are starting to feel like normal again. Shaun Henderson is appreciative that kids are excited to back in school and that we are creating a culture of “fun in education”. Mark Steller commented that this is his favorite meeting of the year! He thanked everyone for their team effort and professionalism and appreciates the comradery of our principals.

CLOSED SESSION PUBLIC SESSION

None

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, November 9, 2022, with Closed Session starting at 6:00 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 Liz Phillips, seconded by Lisa Morinini and carried to adjourn to Closed Session at 7:01 p.m. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

RECONVENE TO PUBLIC SESSION AND ADJOURN MEETING

Mark Steller reported no action was taken in closed session. It was moved by Liz Phillips seconded by Lisa Morinini and carried to adjourn the meeting at 8:17 p.m. Ayes: Steller, Henderson, Morinini Phillips and Waffle.

Holly Edds, Ed.D., Board Secretary

Shaun Henderson, Clerk, Board of Trustee

Checks Dated 09/28/2022 through 10/28/2022

Board Meeting Date November 9, 2022

Check Number	Check Date	Pay to the Order of	Check Amount
01-711444	10/03/2022	360 Degree Customer, Inc	14,259.00
01-711445	10/03/2022	Ai-Media Technologies LLC	5,340.00
01-711446	10/03/2022	Amazon Capital Services, Inc.	5,360.09
01-711447	10/03/2022	Apple Inc.	2,376.35
01-711448	10/03/2022	Bay Alarm	353.76
01-711449	10/03/2022	CED - Orange/L.A.	106.09
01-711450	10/03/2022	CIF State Office	514.80
01-711451	10/03/2022	Colbi Technologies Inc.	5,000.00
01-711452	10/03/2022	Comphealth Medical Staffing	3,251.25
01-711453	10/03/2022	Dana Adobe Nipomo Amigos Dana Adobe Cultural Center	640.00
01-711454	10/03/2022	Data Finch Technologies	199.92
01-711455	10/03/2022	Everyday Speech LLC	4,218.22
01-711456	10/03/2022	Ewing, Inc.	110.41
01-711457	10/03/2022	Flinn Scientific, Inc.	94.14
01-711458	10/03/2022	Follett School Solutions, Inc.	358.42
01-711459	10/03/2022	Golden State Water Company	12,946.61
01-711460	10/03/2022	Home Motors	67.86
01-711461	10/03/2022	Houghton Mifflin Harcourt Scho	2,700.00
01-711462	10/03/2022	Howard Hall	134.00
01-711463	10/03/2022	Industrial Medical Group SMV Akeso Occupational Health	20.00
01-711464	10/03/2022	Lakeshore Learning Materials	2,500.00
01-711465	10/03/2022	Lompoc High School	200.00
01-711466	10/03/2022	M & M Restaurant Supply	26,436.37
01-711467	10/03/2022	Maxim Healthcare Svcs. Inc.	13,339.50
01-711468	10/03/2022	Nye, Judith	133.00
01-711469	10/03/2022	Office Depot	271.07
01-711470	10/03/2022	Oriental Trading Company Inc	220.68
01-711471	10/03/2022	PCPA Box Office Attn: Group Ticket Sales	2,261.00
01-711472	10/03/2022	Pearson Education, Inc.	1,457.66
01-711473	10/03/2022	Play Versus Inc.	1,500.00
01-711474	10/03/2022	Positive Promotions	374.95
01-711475	10/03/2022	PowerSchool Group LLC Naviance, Inc.	4,636.80
01-711476	10/03/2022	Roger B. Parry DBA Tennis Court Supply, LLC	283.03
01-711477	10/03/2022	S & L Safety Products	1,507.42
01-711478	10/03/2022	Santa Maria Ca News Media Inc. Santa Maria Times	80.08
01-711479	10/03/2022	School Specialty Inc	1,408.51
01-711480	10/03/2022	Schoolmates	222.00
01-711481	10/03/2022	Signs of Success, Inc.	1,546.48
01-711482	10/03/2022	Slezak, Sarah D	32.00
01-711483	10/03/2022	Super Duper Inc	2,346.71
01-711484	10/03/2022	Tammy Hartman	132.00
01-711485	10/03/2022	Theatrical Rights Worldwide	1,997.00
01-711486	10/03/2022	Titan Frozen Fruit LLC	820.80
01-711487	10/03/2022	Turf Star, Inc Western Equipment	1,034.72
01-711488	10/03/2022	U.S. Bank Equipment Finance	1,977.04
01-711489	10/03/2022	United Refrigeration Inc.	744.63
01-711490	10/03/2022	United Staffing Assoc., LLC	697.68
01-711491	10/03/2022	Valley Awards Francine Maiden Bracamonte	1,054.67
01-712351	10/10/2022	19six Architects	9,617.93

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Checks Dated 09/28/2022 through 10/28/2022

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Check Number	Check Date	Pay to the Order of	Check Amount
01-712352	10/10/2022	A-Z Bus Sales	1,681.15
01-712353	10/10/2022	Abbasi, Tuba N	65.00
01-712354	10/10/2022	Adler, Katherine E	24.75
01-712355	10/10/2022	Ai-Media Technologies LLC	8,568.75
01-712356	10/10/2022	Alexander, Kathryn	18.44
01-712357	10/10/2022	All Safety Incorporated NewDawn Security	4,500.00
01-712358	10/10/2022	Amazon Capital Services, Inc.	8,457.65
01-712359	10/10/2022	Aramark Uniform Services	74.32
01-712360	10/10/2022	Audiometrics / E3 Diagnostics Accounts Receivable	685.00
01-712361	10/10/2022	Auto Professionals LLC	1,727.50
01-712362	10/10/2022	Avis Rent A Car	258.39
01-712363	10/10/2022	Beal, Donna L	132.19
01-712364	10/10/2022	Bello, Michele A	57.48
01-712365	10/10/2022	Bernardo, Mary Jane	338.44
01-712366	10/10/2022	Blick Art Materials	1,688.53
01-712367	10/10/2022	BSN Sports, LLC	2,975.61
01-712368	10/10/2022	Bus West/l.a. Freightliner LLC	60.61
01-712369	10/10/2022	Campoamor, Dominic	7.50
01-712370	10/10/2022	Carquest Auto Parts	389.08
01-712371	10/10/2022	Carr's Boots and Western Wear	150.00
01-712372	10/10/2022	CDW Government Inc.	146,535.26
01-712373	10/10/2022	Cen-Cal Mechanical, Inc.	1,018.40
01-712374	10/10/2022	Central Coast Spring	600.54
01-712375	10/10/2022	Chatfield Clarke Company	6,503.34
01-712376	10/10/2022	City Motors Towing	135.00
01-712377	10/10/2022	Coburn, Jocelyn M	42.44
01-712378	10/10/2022	Colbi Technologies Inc.	1,150.00
01-712379	10/10/2022	Comphealth Medical Staffing	3,223.75
01-712380	10/10/2022	Crawford, Dawkins H	65.00
01-712381	10/10/2022	Creative Bus Sales, Inc.	226.58
01-712382	10/10/2022	Cross, Madalynn A	65.00
01-712383	10/10/2022	Culligan Drinking Water Co	96.81
01-712384	10/10/2022	Dannis, Woliver, Kelley	12,203.50
01-712385	10/10/2022	Demco	242.19
01-712386	10/10/2022	Eagle Energy, Inc.	10,423.40
01-712387	10/10/2022	Ednas Bakery	2,293.20
01-712388	10/10/2022	Encore Commercial Products Inc	234.81
		Unpaid Tax	11.15
		Expensed Amount	245.96
01-712389	10/10/2022	Enotice Inc Column, PBC	30.80
01-712390	10/10/2022	Ewing, Inc.	762.45
01-712391	10/10/2022	Fargen, Meghan C	60.00
01-712392	10/10/2022	Farm Supply Company	104.92
01-712393	10/10/2022	Field, Samantha	65.00
01-712394	10/10/2022	Frontier	645.10
01-712395	10/10/2022	Garces High School	485.00
01-712396	10/10/2022	Giavannis Pizza Inc	11,639.40
01-712397	10/10/2022	Gold Star Foods	46,329.41
01-712398	10/10/2022	Hayward Lumber Co	299.36

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Check Number	Check Date	Pay to the Order of	Check Amount
01-712399	10/10/2022	Heuchert, Marianne R	24.06
01-712400	10/10/2022	Holloway, Courtney M	65.00 *
Cancelled on 10/25/2022, Cancel Register # 4471766			
01-712401	10/10/2022	Honeycutt Hardware, LLC dba Oak Knolls Hardware	613.81
01-712402	10/10/2022	House Sanitary Supply	3,434.09
01-712403	10/10/2022	HSS/Waste Management Corporate Services	1,797.19
01-712404	10/10/2022	HSS/Waste Management Corporate Services	1,502.59
01-712405	10/10/2022	HSS/Waste Management Corporate Services	1,553.53
01-712406	10/10/2022	HSS/Waste Management Corporate Services	1,502.59
01-712407	10/10/2022	HSS/Waste Management Corporate Services	1,502.59
01-712408	10/10/2022	HSS/Waste Management Corporate Services	1,730.88
01-712409	10/10/2022	HSS/Waste Management Corporate Services	1,694.30
01-712410	10/10/2022	HSS/Waste Management Corporate Services	2,450.18
01-712411	10/10/2022	HSS/Waste Management Corporate Services	1,527.65
01-712412	10/10/2022	HSS/Waste Management Corporate Services	947.78
01-712413	10/10/2022	Industrial Medical Group SMV Akeso Occupational Health	410.00
01-712414	10/10/2022	Insight Enviornmental Inc.	650.00
01-712415	10/10/2022	Jacks All American Plumbing	335.00
01-712416	10/10/2022	Jill E. Saeli	787.50
01-712417	10/10/2022	John H. Salter	90.00
01-712418	10/10/2022	Jordano Inc	1,119.51
01-712419	10/10/2022	KENCO Construction Services	19,530.00
01-712420	10/10/2022	Knight, Sandra	127.39
01-712421	10/10/2022	Language Connections INC.	450.00
01-712422	10/10/2022	Laurie Brummett	1,068.75
01-712423	10/10/2022	Lompoc High School	450.00
01-712424	10/10/2022	Los Alamos Comm. Svcs. Distrt	2,938.20
01-712425	10/10/2022	McKee, Vada A	262.70
01-712426	10/10/2022	Melendez, Cynthia	70.38
01-712427	10/10/2022	Michele L. Douglass MD School Solutions, Inc.	20,000.00
01-712428	10/10/2022	MidState Containers Sales, Inc	269.38
01-712429	10/10/2022	Mosyle Corporation	311.44
01-712430	10/10/2022	Motivating Systems, LLC PBIS Rewards	1,445.75
01-712431	10/10/2022	Office Depot	6,915.49
01-712432	10/10/2022	Old Town Shirt Factory, Inc.	891.75
01-712433	10/10/2022	OReilly Auto Parts	64.49
01-712434	10/10/2022	P&R Paper Supply Co	16,628.62
01-712435	10/10/2022	Pacific Gas & Electric	44.85
01-712436	10/10/2022	Pape Kenworth	109.73
01-712437	10/10/2022	Pizza Results LLC	25.00
01-712438	10/10/2022	Polly O'Neill	1,050.00
01-712439	10/10/2022	Procure Janitorial Supply, Inc	2,055.20
01-712440	10/10/2022	Producer's Dairy Food, Inc.	16,120.54
01-712441	10/10/2022	Quadient Finance USA, Inc. NeoFunds	2,121.19
01-712442	10/10/2022	Rayne Water Conditioning, Inc.	412.80
01-712443	10/10/2022	ReadyRefresh by Nestle	252.44
01-712444	10/10/2022	Renaissance Learning Inc	28,645.45
01-712445	10/10/2022	Rotary Club of Santa Maria	93.35
01-712446	10/10/2022	S & L Safety Products	1,336.44

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Check Number	Check Date	Pay to the Order of	Check Amount
01-712447	10/10/2022	School Services Of California	275.00
01-712448	10/10/2022	School Works, Inc	4,250.00
01-712449	10/10/2022	Sinclair Sanitary Supply Co.	2,114.93
01-712450	10/10/2022	SISC	639,515.23
01-712451	10/10/2022	Slezak, Sarah D	51.13
01-712452	10/10/2022	Smart And Final	448.51
01-712453	10/10/2022	Smithson, Allen W	35.00
01-712454	10/10/2022	Soils Engineering, Inc.	23,527.53
01-712455	10/10/2022	Sousa Tire Service LLC.	1,804.67
01-712456	10/10/2022	St Joseph High School	300.00
01-712457	10/10/2022	Sterling Communications	20,433.92
01-712458	10/10/2022	Stevenson, Kathleen B	17.75
01-712459	10/10/2022	Stowe, Denise A	18.13
01-712460	10/10/2022	Streator Pipe & Supply	25.43
01-712461	10/10/2022	Super Duper Inc	304.35
01-712462	10/10/2022	Taubenheim, Aniko M	184.88
01-712463	10/10/2022	Tech Time Communications Inc	11,018.82
01-712464	10/10/2022	The Berry Man	9,003.45
01-712465	10/10/2022	The Gas Company	160.91
01-712466	10/10/2022	Titan Frozen Fruit LLC	820.80
01-712467	10/10/2022	Troesh Coleman Pacific	170.74
01-712468	10/10/2022	Turf Star, Inc Western Equipment	112.98
01-712469	10/10/2022	U.S. Bank Corporate Pymt. Sys.	25,489.43
01-712470	10/10/2022	U.S. Bank Equipment Finance	6,084.74
01-712471	10/10/2022	United Rentals	340.76
01-712472	10/10/2022	United Staffing Assoc., LLC	627.91
01-712473	10/10/2022	Urquhart, Kristina M	19.13
01-712474	10/10/2022	Verizon Wireless	469.09
01-712475	10/10/2022	Western Exterminator Company A Rentokil Company	190.00
01-712476	10/10/2022	William Hunter Sign Creations Central Coast	27.19
01-712477	10/10/2022	Wink, Cheri L	55.00
01-713522	10/17/2022	A-Z Bus Sales	329.16
01-713523	10/17/2022	A1 Wood Products	107.75
01-713524	10/17/2022	Amazon Capital Services, Inc.	7,544.59
01-713525	10/17/2022	Aramark Uniform Services	985.90
01-713526	10/17/2022	Auto Professionals LLC	2,838.29
01-713527	10/17/2022	Avila Valley Barn	880.00
01-713528	10/17/2022	Behavioral Int Spc LA, LLC	4,110.00
01-713529	10/17/2022	Believe Kids Fundraising Spirit Gear, Custom Pro Direct	3,462.25
01-713530	10/17/2022	Bello, Michele A	27.14
01-713531	10/17/2022	BSN Sports, LLC	29.52
01-713532	10/17/2022	California Dept. Tax & Fee Admin. Motor Carrier Office	180.00
01-713533	10/17/2022	Carr's Boots and Western Wear	150.00
01-713534	10/17/2022	Catron, Susan R	230.00
01-713535	10/17/2022	CDW Government Inc.	5,053.68
01-713536	10/17/2022	Charles A. Simmons	315.00
01-713537	10/17/2022	CHG Medical Staffing, Inc.	3,286.27
01-713538	10/17/2022	Coastal Ag	49.77
01-713539	10/17/2022	Colbi Technologies Inc.	250.00

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Check Number	Check Date	Pay to the Order of	Check Amount
01-713540	10/17/2022	Creative Bus Sales, Inc.	453.15
01-713541	10/17/2022	DeCaires, Dennis P	1,716.25
01-713542	10/17/2022	Domino's Pizza dba	10,590.00
01-713543	10/17/2022	Dunn Edwards Corp.	147.12
01-713544	10/17/2022	Eaglestone Products LLC	836.77
01-713545	10/17/2022	Ewing, Inc.	966.15
01-713546	10/17/2022	Flinn Scientific	30.17
01-713547	10/17/2022	Flinn Scientific, Inc.	50.91
01-713548	10/17/2022	Frontier	1,796.49
01-713549	10/17/2022	Generation Genius, Inc.	1,795.00
01-713550	10/17/2022	Golden State Water Company	2,858.14
01-713551	10/17/2022	Hart, Donald R	55.20
01-713552	10/17/2022	Home Depot Credit Services	4,610.66
01-713553	10/17/2022	Houghton Mifflin Harcourt Publishing Co.	259.67
01-713554	10/17/2022	House Sanitary Supply	2,617.08
01-713555	10/17/2022	HSS/Waste Management Corporate Services	85.54
01-713556	10/17/2022	Industrial Medical Group SMV Akeso Occupational Health	140.00
01-713557	10/17/2022	IXL Subscribe Department	249.00
01-713558	10/17/2022	Jacks All American Plumbing	530.00
01-713559	10/17/2022	Lakeshore Learning Materials	702.00
01-713560	10/17/2022	Landscape Structures, Inc	196,451.38
01-713561	10/17/2022	Language Connections INC.	600.00
01-713562	10/17/2022	Local Copies	473.78
01-713563	10/17/2022	Maxim Healthcare Svcs. Inc.	7,504.50
01-713564	10/17/2022	Mhs	600.00
01-713565	10/17/2022	No Tears Learning Inc Learning Without Tears	235.04
01-713566	10/17/2022	Office Depot	2,029.87
01-713567	10/17/2022	Oliver, Michelle M	150.43
01-713568	10/17/2022	Orcutt Fuel Services, LLC Splash N Dash, Orcutt	49.00
01-713569	10/17/2022	O'Reilly Auto Parts	216.10
01-713570	10/17/2022	Pearson Education, Inc.	1,233.00
01-713571	10/17/2022	Procure Janitorial Supply, Inc	1,257.49
01-713572	10/17/2022	R.p. Environmental, Inc.	1,230.00
01-713573	10/17/2022	Richard Kirby	1,199.08
01-713574	10/17/2022	S & L Safety Products	271.48
01-713575	10/17/2022	Samsara Inc	9,713.18
01-713576	10/17/2022	Sandra Ellen Schlags	506.25
01-713577	10/17/2022	Santa Barbara High School	500.00
01-713578	10/17/2022	Scholastic	145.20
01-713579	10/17/2022	Shell Fleet Plus	100.00
01-713580	10/17/2022	Sinclair Sanitary Supply Co.	367.08
01-713581	10/17/2022	SMV Physical Therapy Group Inc	11,445.00
01-713582	10/17/2022	Stage Makeup Online	302.63
		Unpaid Tax	22.17
		Expensed Amount	324.80
01-713583	10/17/2022	Streator Pipe & Supply	144.02
01-713584	10/17/2022	Sysco Ventura	27,703.16
01-713585	10/17/2022	The Goodheart-Willcox CO, Inc	223.61
01-713586	10/17/2022	Troesh Coleman Pacific	1,235.74

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Checks Dated 09/28/2022 through 10/28/2022

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Check Number	Check Date	Pay to the Order of	Check Amount
01-713587	10/17/2022	Turf Star, Inc Western Equipment	121,160.63
01-713588	10/17/2022	United Rentals	676.79
01-713589	10/17/2022	United Staffing Assoc., LLC	627.91
01-713590	10/17/2022	UPS	24.55
01-713591	10/17/2022	Wave Division Holdings, LLC Astound Business Solutions	10,853.14
01-713592	10/17/2022	WPS	2,224.84
01-714574	10/24/2022	19six Architects	35,528.62
01-714575	10/24/2022	A1 Wood Products	188.56
01-714576	10/24/2022	Ai-Media Technologies LLC	2,225.00
01-714577	10/24/2022	All About Apparel, Inc shirtspace.com	337.33
01-714578	10/24/2022	Amazon Capital Services, Inc.	6,121.03
01-714579	10/24/2022	America's Battle of the Books	55.00
01-714580	10/24/2022	American Technology Solutions Attn: Accounts Receivable	240.54
01-714581	10/24/2022	Antoinette Chroman	1,200.00
01-714582	10/24/2022	Aramark Uniform Services	1,241.40
01-714583	10/24/2022	Auto Professionals LLC	791.10
01-714584	10/24/2022	Bay Alarm	571.92
01-714585	10/24/2022	Believe Kids Fundraising Spirit Gear, Custom Pro Direct	148.30
01-714586	10/24/2022	Blick Art Materials	12.50
01-714587	10/24/2022	Cal Swoosh	1,292.19
01-714588	10/24/2022	Casa Pacifica	16,800.00
01-714589	10/24/2022	Casp	2,303.00
01-714590	10/24/2022	CED - Orange/L.A.	306.94
01-714591	10/24/2022	CHG Medical Staffing, Inc.	3,245.00
01-714592	10/24/2022	City Of Santa Maria Landfill Services	406.80
01-714593	10/24/2022	Dunn Edwards Corp.	6,099.03
01-714594	10/24/2022	Eagle Energy, Inc.	6,101.26
01-714595	10/24/2022	Ewing, Inc.	310.37
01-714596	10/24/2022	FilterBuy	4,485.46
01-714597	10/24/2022	Generation Genius, Inc.	125.00
01-714598	10/24/2022	Giavannis Pizza Inc	128.12
01-714599	10/24/2022	Golden State Water Company	3,998.56
01-714600	10/24/2022	Heacock Trailers & Truck Acces ories, Inc.	15,201.50
01-714601	10/24/2022	House Sanitary Supply	1,663.61
01-714602	10/24/2022	Industrial Medical Group SMV Akeso Occupational Health	155.00
01-714603	10/24/2022	Knight, Sandra	27.43
01-714604	10/24/2022	Leadership Associates	3,500.00
01-714605	10/24/2022	Learnix, LLC UltimateSLP	924.84
01-714606	10/24/2022	Legesse, Aster	55.00
01-714607	10/24/2022	Lozano Smith, LLP	12,786.75
01-714608	10/24/2022	M & M Restaurant Supply	225.07
01-714609	10/24/2022	Malcolm McDonald	28,553.75
01-714610	10/24/2022	Maxim Healthcare Svcs. Inc.	17,567.00
01-714611	10/24/2022	McKenzie, Megan K	29.85
01-714612	10/24/2022	More Office Solutions Ray Morgan Company	15,901.11
01-714613	10/24/2022	News 2 You, Inc	3,864.80
01-714614	10/24/2022	Nimco	689.43
01-714615	10/24/2022	Office Depot	966.67
01-714616	10/24/2022	OReilly Auto Parts	44.93

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Checks Dated 09/28/2022 through 10/28/2022 **Board Meeting Date November 9, 2022**

Check Number	Check Date	Pay to the Order of	Check Amount
01-714617	10/24/2022	OUSD Academy Revolving Cash	382.00
01-714618	10/24/2022	Pacific Gas & Electric	43,982.91
01-714619	10/24/2022	Pape Kenworth	2,846.19
01-714620	10/24/2022	Pearson Education, Inc.	67.88
01-714621	10/24/2022	Perez, Anayeli B	95.00
01-714622	10/24/2022	Pioneer Valley High School	400.00
01-714623	10/24/2022	Pre Con Industries, Inc DBA Premier Drywall	304,281.20
01-714624	10/24/2022	Quinn Rental Services	234.09
01-714625	10/24/2022	School Specialty Inc	247.48
01-714626	10/24/2022	SISC Property & Liability Division	5,000.00
01-714627	10/24/2022	Soils Engineering, Inc.	4,336.72
01-714628	10/24/2022	Sterling Communications	342.00
01-714629	10/24/2022	Streator Pipe & Supply	101.76
01-714630	10/24/2022	TeraWolf Technologies, Inc.	49,549.38
01-714631	10/24/2022	The Gas Company	2,737.63
01-714632	10/24/2022	The Stepping Stones Group LLC	16,650.00
01-714633	10/24/2022	United Staffing Assoc., LLC	697.68
01-714634	10/24/2022	WEX Bank	443.00
01-714635	10/24/2022	Williams, Brenda M	20.00
01-714636	10/24/2022	Winkles Enterprise Inc New Life Restoration	1,323.52
01-714637	10/24/2022	Zierman Plumbing	3,899.46
Total Number of Checks			310
			2,405,383.86

	Count	Amount
Cancel	1	65.00
Net Issue		<u>2,405,318.86</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	239	926,844.47
09	Charter Schl Spec Rev Fund	56	60,146.07
12	Child Dvlpmt Fund	1	182.46
13	Cafeteria Spec Rev Fund	33	174,900.09
14	Deferred Maintenance Fund	4	208,700.41
21	Building Fund 1	8	390,813.45
25	Capital Facilities Fund	1	4,250.00
67	Self-Insurance Fund 1	1	639,515.23
Total Number of Checks		309	2,405,352.18
Less Unpaid Tax Liability			33.32
Net (Check Amount)			<u>2,405,318.86</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. ESCAPE ONLINE
Page 7 of 7



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Statement of Assurance

From: Santa Barbara County Education Office

K12 Strong Workforce Round 5
Noelle Barthel, Director, Career Technical Education
3970 La Colina Road, Santa Barbara, California 93110
nbarthel@sbceo.org
805-964-4711

To: Dr. Edds, Superintendent, Orcutt Union School District

RE: Statement of Assurance and Supporting Documentation

Assurances: A duly authorized representative for the Lead LEA should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please upload the Assurance Agreement form into NOVA attesting that this Pathway/Program Work Plan is:

- In compliance with K12 SWP legislation (Education Code, Section 88827 - 88828(c)(8)(C)); All partners will report outcomes and financials in the NOVA and Cal-PASS Plus systems.
- Aligned with your district(s)/partner district(s) 2021-22 LCAP
- Informed by, aligned with, and expands upon your region's Regional Plan and planning efforts occurring through the Strong Workforce Program
- Informed by Labor Market Information and regional priorities
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members

Please attest to the assurances that the Lead LEA and Partners will:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of under served demographic groups

Signature: *Noelle Barthel*

Date: 9/2/22

Lead LEA: Santa Barbara County Education Office/ROP North

Signature: *[Handwritten Signature]*

Date: 10/6/2022

Partner LEA: Orcutt Union School District

Statement of Assurance for *Orcutt USD* will be submitted for Board approval on 11/9/22.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Approval of Child Nutrition Super Co-Op Contract for the 2023-24 School Year

BACKGROUND: Each year The Department of Child Nutrition goes out to bid in order to purchase necessary food items for the National School Lunch Program (NSLP). It is required by NSLP to get board approval for the contracting food service agency that manages this bid for the co-op. The renewal of our contract with the Super Co-Op Bid must be board approved each year. The contract is attached for Board review.

RECOMMENDATION: Staff recommends that The Board of Trustees approves the Super Co-Op Contract for 2023-24 school year.

FUNDING: This is a contractual agreement, and there is no direct fiscal impact.

**SY2023-24 Annual Renewal of Services
Super Co-Op Joint Powers Authority**



Participant District: ORCUT UNION SCHOOL DISTRICT

Please check (✓) your response:

X	We plan to CONTINUE membership with Super Co-Op JPA for SY2023-24.
	We do NOT plan to continue membership with Super Co-Op JPA for SY2023-24. What alternate USDA Foods delivery method do you plan to use? _____

San Mateo-Foster City School District is the Lead District of the Super Co-Op Joint Powers Authority and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts and Participant Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead District is assigned control of the Participant District's fair share of USDA Foods entitlement for SY2023-24. The Lead District is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of Participant.
3. Lead District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of Participant. Participant is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to Participant District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2023-24 Fees:
 Membership Fees are paid by Participant District directly to the Lead District, billed in July 2023.
 Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.
 State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.
 Delivery fees as per member district selected distributors.
 All fees are subject to change, as approved by the Super Co-Op JPA Board of Directors.
 Participant District agrees to remit all Super Co-Op JPA fees promptly upon receipt of invoice.

6. Participant District agrees to abide by the current Super Co-Op JPA Governing Rules, bylaws, conflict of interest cost and code of conduct, Brown Box Storage Policy, and other rules or policies as approved by the Board of Directors.
7. Should a loss of USDA Foods being held for the Participant District occur, due to/ but not limited to theft, spoilage, etc., the Lead District is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Participant District and Lead District shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Participant District shall respond to pre-planners and offerings promptly.
10. Participant District shall read all correspondence from the Super Co-Op JPA and respond promptly as indicated.
11. Participant District shall maintain accurate contact information with the Super Co-Op JPA to assure proper routing of invoices and correspondence.
12. Participant District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Participant District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead District, this Agreement shall convey to the new Lead District.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead District no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	BETHANY D. MARKEE
Title	DIRECTOR OF CHILD NUTRITION
Telephone	805 - 938 8925
Email	bmarkee@ocutt-schools.net

Accounts Payable Contact	
Name	Marianne Heuchert
Title	OFFICE MANAGER
Telephone	805-938-8926
Email	mheuchert@ocutt-schools.net

Additional Contact for USDA Foods management	
Name	Mary ANDRADE
Title	DIRECTOR OF FISCAL SERVICES
Telephone	805-938-8917
Email	Mandrade@ocutt-schools.net

17. Each individual executing this Annual Renewal of Services on behalf of Participant District represents, for the benefit of Lead District, that he or she is duly authorized to execute and deliver this Annual Renewal of Services on behalf of Participant District.
18. Lead District and Participant District acknowledge that this Annual Renewal of Services is subject to approval by the Participant District's Board and this Annual Renewal of Services shall not be effective until after the Participant District's Board approves this Annual Renewal of Services.

By signing this, I certify that I am an authorized representative of the Participant District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Participant District's Board of Education at a duly called and noticed Regular Board Meeting on _____, 20__.

Participant District	DREOTT UNION SCHOOL DISTRICT
Signature	
Print Name	
Title	
Date	

Lead District	San Mateo-Foster City School District
Signature	
Print Name	Fran Debost
Title	Director Child Nutrition Services
Date	

Return signed copy by December 1, 2022 to Leylany Marquez at lm Marquez@smfcsd.k12.ca.us. A signed copy will be returned to you.

Fran Debost
 fdebost@smfc.k12.ca.us
 San Mateo-Foster City School District
 1170 Chess Drive, Foster City, CA 94404
 Phone (650) 312-7201



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Board Bylaw 9100 Organization

BACKGROUND: Board Bylaw 9100 was updated to reflect new law, AB 486, 2021, which changes the date requirements for districts to hold their annual organization meeting.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Bylaw 9100 Organization, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Board Bylaws

ORGANIZATION

Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within 15-days ~~following the second Friday in December after the regular election. During all other years, the meeting may be held on any date in December, but no later than December 20th. (Education Code 35143)~~ ~~period beginning from the date upon which a Board member elected at that election takes office. During non-election years, the meeting shall be held within the same 15-day period on the calendar. (Education Code 35143)~~

~~The day and time of the annual meeting shall be selected by the~~ **During any year in which a regular election is conducted, the** Board at its regular meeting held immediately prior to **the second Friday in December, shall select the day and time of the organizational meeting. to the first day of the 15-day period. For any other year, the day and time of the organizational meeting shall be selected at the last regular meeting held immediately before the annual meeting. On behalf of the Board, the Superintendent shall notify the County Superintendent of Schools of the day and time selected. On behalf of the Board,** ~~the Superintendent shall notify the County Superintendent of Schools of the day and time selected.~~ Within 15 days prior to the date of the annual meeting, the clerk of the Board, with the assistance of the Superintendent, shall notify in writing all Board members and members-elect of the date and time selected for the meeting. (Education Code 35143)

At this meeting the Board shall:

1. Elect a president and a clerk and/or vice president from its members.
2. Appoint the Superintendent as a secretary to the Board.
3. Authorize signatures.
4. Approve a schedule of regular meetings for the year and a Board governance calendar stating the time when the Board will address important governance matters
5. Designate Board representatives to serve on committees or commissions for the district, other public agencies, or organizations with which the district partners or collaborates
6. Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials

Election of Officers

The Board shall each year elect one of its members to be clerk. This member shall be one who previously has not served in office, unless all the Board's members have previously served in office. After serving one year as clerk, the elected member shall serve one year as president of the Board.

When the only members who have not served as officers are new to the Board, the Board may elect as clerk a Board member who has served in office.

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

State

Ed. Code 35143: Annual organizational meetings; date and notice

Ed. Code 35145: Public meetings

Ed. Code 5017: Term of office

Gov. Code 54953: Meetings to be open and public; attendance

Management Resources

Attorney General Opinion: 59 Ops.Cal.Atty.Gen. 619, 621-622 (1976)

Attorney General Opinion: 68 Ops.Cal.Atty.Gen. 65 (1985)

[Website: CSBA District and County Office of Education Legal Services](#)

Bylaw Adopted: 12-15-21 [12/14/22](#)

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Board Bylaw 9220 Board Elections

BACKGROUND: Board Bylaw 9200 on Board Elections was updated to align with current California School Board Association guidance. These updates are necessary as OUSD recently transitioned to “by-trustee area” elections from “at-large” elections. OUSD, like many other cities and school districts in the state, have changed how members of the Board of Trustees are elected to office. This change is in response to requirements within the California Voting Rights Act (CVRA) which prohibits at-large elections which impair the ability of a protected class to elect candidates or influence elections.

When elections are held through “by-trustee areas,” the district is divided into smaller areas and candidates for the board seat representing that district area must reside in that specific district area. Voters select one candidate from those who are running to represent their area of the district and do not vote on the seats representing other areas of the district.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Bylaw 9200 Board Elections, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

BOARD ELECTIONS

Any person is eligible to be a Board of Trustees member, without further qualifications, if he/she is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her position before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

~~(cf. 9224—Oath of Affirmation)~~

~~(cf. 9270—Conflict of Interest)~~

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Consolidation of Elections

~~Whenever possible,~~ To reduce costs associated with conduction elections, the Board may ~~shall~~ consolidate Board elections with the local municipal or statewide primary or general election. ~~Board election procedures shall be conducted in~~ accordance with state and federal law.

~~(cf. 9110—Terms of Office)~~

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

~~Electing Board Members~~ Election Process and Procedures

~~Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district. The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.~~

~~Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)~~

~~To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.~~

~~If the Board determines that a change is necessary, it shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.~~

Campaign Conduct

~~All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.~~

~~A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)~~

~~In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principals in the Code of Fair Campaign Practices pursuant to Elections Code 20440.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)
(cf. 9005—Governance Standards)~~

Statement of Qualifications

~~On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)~~

- ~~1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term~~

2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(~~cf. 9223—Filling Vacancies~~)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the **hard copy and/or electronic** voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)

State

CA Constitution Article 2, Section 2: Voters, qualifications

CA Constitution Article 7, Section 7: Conflicting offices

CA Constitution Article 7, Section 8: Disqualification from office

Ed. Code 1006: Prohibition against school district employees serving on county board of education

Ed. Code 35107: School district employees

Ed. Code 35177: Campaign expenditures or contributions

Ed. Code 35239: Compensation of governing board member of districts with less than 70 ADA

Ed. Code 5000-5033: Election of school district board members

Ed. Code 5220-5231: Elections

Ed. Code 5300-5304: General provisions (conduct of elections)

Ed. Code 5320-5329: Order and call of elections

Ed. Code 5340-5345: Consolidation of elections

Ed. Code 5360-5363: Election notice

Ed. Code 5380: Compensation (of election officer)

Ed. Code 5390: Qualifications of voters

Ed. Code 5420-5426: Cost of elections

Ed. Code 5440-5442: Miscellaneous provisions

Ed. Code 7054: Use of district property, campaign purposes

Elec. Code 10010: District boundaries

Elec. Code 10400-10418: Consolidation of elections

Elec. Code 10509: Notice of election by secretary

Elec. Code 10600-10604: School district elections

Elec. Code 1302: Local elections, school district election
Elec. Code 13307: Candidate's statement
Elec. Code 13308: Candidate's statement contents
Elec. Code 13309: Candidate's statement, indigence
Elec. Code 14025-14032: California Voting Rights Act
Elec. Code 14050-14057: California Voter Participation Rights Act
Elec. Code 20: Public office eligibility
Elec. Code 20440: Code of Fair Campaign Practices
Elec. Code 2201: Grounds for cancellation
Elec. Code 4000-4008: Elections conducted wholly by mail
Gov. Code 1021: Conviction of crime
Gov. Code 1097: Illegal participation in public contract
Gov. Code 12940: Unlawful discriminatory employment practices
Gov. Code 81000-91014: Political Reform Act of 1974
Pen. Code 424: Embezzlement and falsification of accounts by public officers
Pen. Code 661: Removal for neglect or violation of official duty
Pen. Code 68: Bribes
Pen. Code 74: Acceptance of gratuity

Federal

52 USC 10301-10508: Voting Rights Act

Management Resources

Attorney General Opinion: 69 Ops.Cal.Atty.Gen. 290 (1986)
Attorney General Opinion: 81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion: 83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion: 85 Ops.Cal.Atty.Gen. 49 (2002)
California School Boards Association Publication: Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017
Court Decision: Dusch v. Davis, (1967) 387 U.S. 112
Court Decision: Randall v. Sorrell, (2006) 126 S.Ct. 2479
Court Decision: Rey v. Madera Unified School District, (2012) 203 Cal. App. 4th 1223
Court Decision: Sanchez v. City of Modesto, (2006) 145 Cal. App. 4th 660
Website: CSBA District and County Office of Education Legal Services
Website: Institute for Local Government
Website: Fair Political Practices Commission
Website: California Secretary of State's Office
Website: CSBA

Legal Reference:

EDUCATION CODE

~~1006 Qualifications for holding office, county board of education~~

~~5000-5033 Elections~~

~~5220-5231 Elections~~

~~5300-5304 General provisions (conduct of elections)~~

~~5320-5329 Order and call of elections~~

~~5340-5345 Consolidation of elections~~

~~5360-5363 Election notice~~

~~5380 Compensation (of election officer)~~

~~5390 Qualifications of voters~~

~~5420-5426 Cost of elections~~

~~5440-5442 Miscellaneous provisions~~

~~7054 Use of district property~~

~~35107 Eligibility; school district employees~~
~~35177 Campaign expenditures or contributions~~
~~35239 Compensation of governing board member of districts with less than 70 ADA~~
ELECTIONS CODE
~~1302 Local elections, school district election~~
~~2201 Grounds for cancellation~~
~~4000-4004 Elections conducted wholly by mail~~
~~10400-10418 Consolidation of elections~~
~~10509 Notice of election by secretary~~
~~10600-10604 School district elections~~
~~13307 Candidate's statement~~
~~13309 Candidate's statement, indigency~~
~~20440 Code of Fair Campaign Practices~~
GOVERNMENT CODE
~~1021 Conviction of crime~~
~~1097 Illegal participation in public contract~~
~~12940 Nondiscrimination, Fair Employment and Housing Act~~
~~81000-91014 Political Reform Act~~
PENAL CODE
~~68 Bribes~~
~~74 Acceptance of gratuity~~
~~424 Embezzlement and falsification of accounts by public officers~~
~~661 Removal for neglect or violation of official duty~~
CALIFORNIA CONSTITUTION
~~Article 2, Section 2 Voters, qualifications~~
~~Article 7, Section 7 Conflicting offices~~
~~Article 7, Section 8 Disqualification from office~~
COURT DECISIONS
~~Randall v. Sorrell, (2006) 126 S.Ct. 2479~~
ATTORNEY GENERAL OPINIONS
~~85 Ops.Cal.Atty.Gen. 49 (2002)~~
~~83 Ops.Cal.Atty.Gen. 181 (2000)~~
~~81 Ops.Cal.Atty.Gen. 98 (1998)~~
~~69 Ops.Cal.Atty.Gen. 290 (1986)~~
Management Resources:
WEB SITES
~~California Secretary of State's Office: <http://www.ss.ca.gov>~~
~~Fair Political Practices Commission: <http://www.fppe.ca.gov>~~
~~Institute for Local Self Government: <http://www.ca-ilg.org/>~~

Bylaw Adopted: 08/21/13 12-14-22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



**SELECTION OF DATE AND TIME FOR THE
ANNUAL GOVERNING BOARD ORGANIZATIONAL MEETING**

Today's date: 11 / 09 / 22
District: Orcutt Union School District
Completed by: Julie Payne
Title: Administrative Assistant, Superintendent and Board of Trustees

Annual Governing Board Organization Meeting

- Date of meeting: 12/14/2022
- Time of meeting: 6:00 PM

**Note: Meeting must
be scheduled
between Dec. 9-23**

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: California School Board Association Delegate Assembly Election Nominations

BACKGROUND: Each year member boards elect representatives to the California School Board Association's Delegate Assembly (DA). CSBA's DA is a vital link in the Association's governance structure and sets the general policy direction. Working with local districts, county offices of education, the Board of Director, and the Executive Committee, Delegates ensure the Association promotes the interests of California's school districts and county offices of education. Delegates with terms that end in 2023 are up for election. Ballots for the Delegate Assembly election will be sent to each member board within the region or subregion by February 1, 2023. Delegates elected in 2023 will serve a two-year term beginning April 1, 2023

RECOMMENDATION: Staff recommends that the Board of Trustees nominate a Board Member, to run for election in subregion 11-A Delegate Assembly, as submitted.

FUNDING: N/A



**Ralph Dunlap
Elementary**

805.938.8500
Fax: 805.938.8549
1220 Oak Knoll Road
Santa Maria, CA 93455

October 25, 2022

Dr. Holly Edds, Superintendent
Board of Trustees
Orcutt Union School District
500 Dyer Street
Orcutt, CA 93455

Dear Dr. Edds and Board of Trustees:

On behalf of Ralph Dunlap Elementary School, I am requesting the Board of Trustees accept a donation in the amount of \$500.00 from Kiwanis Club of Orcutt. It is with this donation that the students of Dunlap continue to enjoy improvements to their school.

The generosity of the Kiwanis Club of Orcutt is greatly appreciated.

Working Together,

Jonathan Dollahite
Principal

Mailing Address:
Kiwanis Club of Orcutt
PO Box 2881
Orcutt, CA 93457

**Kiwanis Club of Orcutt
P.O. Box 2881
Orcutt, California 93457**

October 18, 2022

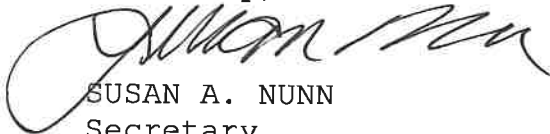
Ralph Dunlap Elementary School
1220 Oak Knoll Road
Santa Maria, California 93455

Ladies/Gentlemen:

The Kiwanis Club of Orcutt sponsors many service activities that have a positive impact on children and citizens of the Santa Maria Valley.

On behalf of the Kiwanis Club of Orcutt, I am pleased to inform you that our club has chosen Ralph Dunlap Elementary School to be the recipient of a \$500.00 donation.

Sincerely,



SUSAN A. NUNN
Secretary
Kiwanis Club of Orcutt



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Ralph Dunlap Date: 10/25/22

DONOR: Name: Kiwanis Club of Orcutt
Address: PO Box 2881, Orcutt, CA 93457
Phone No.

GIFT: Item Donated Check or Cash Donation \$ 500.00
Designated for: General Site Account
General Description: For students of Ralph Dunlap
Model No.: Condition: [X] New [] Used
Value (estimated):
Purpose of Gift:
Will gift be purchased through Business Services Office? [] Yes [X] No
Donor Conditions of Acceptance:

INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)

- A. Will gift require installation? [] Yes [X] No
B. What type of installation is required?
C. Will donor pay installation costs? [] Yes [X] No
D. Will there be operating costs? If yes, what type? [] Yes [X] No

Acceptance Requested By (OUSD Staff Member):

Acceptance Approved By (Administrator):

RECOMMENDATIONS: Principal or District Representative money be used to improve student activities on campus

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Youth League Facility Use Agreements

BACKGROUND: The Facility Use Agreements for the 22-23 school year between Orcutt Union School District and Orcutt American Little League and The Boys and Girls Club of Mid Central Coast are included for your review and approval.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Facility Use Agreement with the Orcutt American Little League and The Boys and Girls Club of Mid Central Coast as submitted.

FUNDING: N/A

Orcutt Union School District

Facilities Use Agreement with Orcutt American Little League

1. This Agreement is entered into pursuant to the provisions of Article 2 (commencing with Section 38130) of Chapter 4 of Part 23 of Division 2 of Title 2 of the California Education Code known as the Civic Center Act.
2. The parties to this Agreement are the Orcutt Union School District, a public school district organized and operating under the laws of the State of California (hereinafter referred to as "District"), and **Orcutt American Little League**, a nonprofit unincorporated community association (hereinafter referred to as "Association").
3. The term of this Agreement shall be one (1) year commencing upon its execution by both parties. It may be extended or renewed upon written agreement by both parties.
4. The District hereby agrees that except as otherwise provided for in this Agreement, the Association shall have (during non-school hours) access to and full use of the baseball complex at **Joe Nightingale School**, provided, however, that the District shall retain full access rights at all times. The District will not permit any use that is incompatible with the Little League's use of the complex.
5. The Association hereby agrees to assume full responsibility for maintenance of the complex, including, but not limited to mowing and watering of all grass areas, trimming and watering of vegetation, control of dust, picking up of all litter, trash and debris. The Association is responsible for the electricity it uses via a separate meter to be installed by March 2, 2013 with Association agreeing to pay for electric use each month. Effective December 1, 2013 the Association hereby agrees to be responsible for paying for the water use which also has a separate meter, with the same payment responsibilities as for electric use. Effective March 2016 the Association hereby agrees to be responsible for use of dumpster. Use of the dumpster will require an additional pick up by health sanitation. The monthly additional cost will be at fair market value; this amount will be invoiced to the association for the time they are using the fields. The District will invoice quarterly for the monthly charges and payment is due net 30 days.
6. The Association shall assume full responsibility for vehicle control and parking during its hours of use of the facilities. All parking is on the street, only a delivery or maintenance vehicle is allowed to drive onto District property and this access may be revoked by the District at any time.
7. Any public address or other voice-amplification system operated by the Association in conjunction with its sponsored activities shall be operated at reasonable sound levels, and no such amplification system shall be operated after 9:30 p.m.
8. Additions to, modifications to, or expansion of the complex shall be undertaken by the Association only upon prior written authorization from the District Board of Trustees
9. The Association shall secure a written release, to be approved in form by the District, from each person using the complex under its auspices whereby such individual acknowledges that he/she

recognizes that the Association is responsible for the use and maintenance of the complex and that he/she is releasing the District from any and all liability for any accident or injury which may occur during such use of the complex.

10. The Association hereby agrees, as a condition of this Agreement, to provide written evidence to the District of current personal and property liability insurance in an amount not less than two million dollars (\$2,000,000), with the District named as an additional insured. The Association further agrees to maintain such valid liability insurance for the term of this Agreement and any extension or renewal thereof.
11. The Association agrees to indemnify, defend and hold harmless the District, its officers and employees, against any and all actions, allegations, claims, costs, damages, fees, and judgments arising out of its use, control, construction, and maintenance of the complex or otherwise related to Association's performance under this Agreement.
12. This Agreement may be terminated by either party, with or without cause upon sixty (60) days written notice. Notwithstanding the foregoing, if Association is in breach of this Agreement, District shall give Association written notice of the breach, and if the breach is not cured within three (3) working days, District has the right to suspend Association's use of the complex.
13. This Agreement constitutes the entire agreement between the parties relating to use of the complex and supersedes any previous oral or written agreement which may have existed between the parties. This Agreement may be amended only upon the further written agreement of the parties.
14. This Agreement shall be governed by and construed under the laws of the State of California and jurisdiction over any claim arising hereunder shall vest in the courts of Santa Barbara County, California.
15. Nothing in this Agreement is intended, or shall be deemed to constitute a partnership or joint venture between the District and the Association.
16. The failure of the District or Association to enforce at any time any provision of this Agreement shall in no way be construed to be a waiver of such provision, nor in any way shall affect the validity of any part of this Agreement, or the right of the District or the Association to thereafter enforce each and every provision.
17. All the clauses of this Agreement are distinct and severable, and if any cause shall be deemed illegal, void or unreasonable, it shall not affect the validity, legal enforceability of any portion or clause of this Agreement.
18. The indemnification obligations hereunder shall survive termination or expiration of this Agreement.
19. All correspondence and notices hereunder shall be in writing and will be deemed to be delivered on the same day, if given and confirmed via facsimile transmission or electronic mail, the next day by overnight courier, on the fifth day if by registered or certified mail, or upon receipt by regular mail. In the event of an emergency, notice shall be given verbally and in writing.
20. The use of tobacco products, illegal drugs or controlled substances and/or alcoholic beverages is strictly prohibited on District property. The Association shall use best efforts to ensure that these substances are not used on the District's property while the complex is in use by the Association.

- 21. The Association shall forward a roster for the Association upon election of a new board or upon any change in board membership.
- 22. Dogs (except service dogs) and other pets are prohibited from the District campus at all times. The Association shall use its best efforts to ensure that this rule is followed during the Association's use of the complex.

EXECUTED this 9th day of November at Orcutt, California, by:

ORCUTT UNION SCHOOL DISTRICT

by:

Name

Assistant Superintendent, Business Services
Title

Date

ORCUTT AMERICAN LITTLE LEAGUE

by:

Name

Title

Date

EIN # for Proof of Non-Profit Status

**JOINT USE AGREEMENT BETWEEN THE
ORCUTT UNION SCHOOL DISTRICT
AND THE
BOYS AND GIRLS CLUB OF 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 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 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 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 (10) 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 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 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.
- b. Time of Payment. The District expects payment for fees within 30 days from the date of billing.
- c. Fair Rental Value. The 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 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.

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 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*. 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.

b. The Joint Use Partner shall utilize the Boys & Girls Club 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. 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 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).

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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: Assistant Superintendent, Business Services
500 Dyer St.
Orcutt, Ca 93455

Joint Use Partner: Boys and Girls Club of Mid Central Coast
Attn: Chief Executive Officer
901 N. Railroad Avenue
Santa Maria, CA 93458

Either party may change its address or contact person by giving notice to the other party

26. **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.

27. **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.

28. **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.

29. **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.

30. **Time.** Time is of the essence of every provision of this Agreement in which time is an element.

31. **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:

JOINT USE PARTNER:

By: _____

By: _____

Orcutt Union School District

Boys and Girls Club of Mid Central Coast

Title: _____

Title: _____

Date: _____

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 restrooms.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Orcutt Area Seniors In Service, Inc. Facility Use Agreement

BACKGROUND: The Facility Use Agreement for the 22-23 school year between Orcutt Union School District and Orcutt Area Seniors In Service Inc. (OASIS) is included for your review and approval. The previous agreement had been in effect for 20 years. We had our attorney completely re-write the agreement to bring it up to date. The new agreement is only for a one year term and the rent remained the same, at \$1 per year.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Facility Use Agreement with the Orcutt Area Seniors In Service Inc. as submitted.

FUNDING: N/A

**FACILITIES USE AGREEMENT
BETWEEN
ORCUTT UNION SCHOOL DISTRICT
AND
ORCUTT AREA SENIORS IN SERVICE, INC.**

This Facilities Use Agreement (“Agreement”) is made and entered into this ___ day of _____, _____ (“Effective Date”), by and between Orcutt Union School District, a public school district of the State of California (“District”), and Orcutt Area Seniors in Service, Inc., a California non-profit incorporated community association (“Oasis”). The District and Oasis are sometimes referred to herein individually as a “Party” and collectively as the “Parties.”

RECITALS

WHEREAS, pursuant to Education Code section 35160, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established; and

WHEREAS, pursuant to Education Code sections 38130 et seq. (“Civic Center Act”), the management, direction, and control of school facilities are vested in the District’s Board of Trustees (“Board”), and the Board may provide for the use of school facilities as a civic center where such use is consistent with school purposes and does not interfere with the regular conduct of schoolwork; and

WHEREAS, the District is the owner of certain real property located at 500 Dyer St, Orcutt, CA 93455 (the “School Site”); and

WHEREAS, pursuant to an agreement dated March 19, 1996 (“Original Agreement”), Oasis currently uses a portion of the School Site as a senior center (“Senior Center”) that provides social, educational, and cultural opportunities for seniors (“Program”); and

WHEREAS, the Parties now desire to enter into this Agreement in order to allow Oasis to continue its temporary use of a portion of the School Site consisting of the Senior Center and all other fixtures and improvements installed thereto (the “Premises”), all as depicted in **Exhibit A** attached hereto and incorporated by this reference; and

WHEREAS, the Parties now intend that this Agreement shall replace and supersede the Original Agreement in its entirety; and

WHEREAS, in recognizing the importance of the services provided to senior citizens in the community by Oasis through the operation of the Program, the Parties agree that it is to their mutual benefit, and for the benefit of local senior citizens and District families served by Oasis, for the Parties to enter into this Agreement pursuant to which Oasis will be permitted to use the Premises for the operation of the Program, under the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the covenants and conditions of this Agreement, including the Recitals hereof, which are incorporated herein by this reference, the Parties agree as follows:

1. Grant of Use. In consideration of the Annual Use Fee, as defined below, and other terms of this Agreement, District hereby grants to Oasis (including its employees and agents) the right to use the Premises for the sole purpose of carrying out the Program. The rights granted to and the obligations imposed on Oasis herein shall extend to Oasis' officers, agents, employees, volunteers, and independent contractors. Additionally, Oasis, its employees, volunteers, licensees and invitees shall have a reasonable right of ingress and egress across the School Site to the Premises as necessary for its operation of the Program. The District may designate access routes to and from the Premises for use by Oasis, its employees, licensees, and invitees.

2. Annual Use Fee. Commencing on the Effective Date, Oasis agrees to pay, and District agrees to accept as an annual use fee ("Annual Use Fee") for the use of the Premises, the amount of One Dollar (\$1) per year, which shall be paid by Oasis within thirty (30) days of the Effective Date, and annually thereafter.

3. Term of Agreement. The initial term of this Agreement ("Initial Term") shall be for a one-year period from July 1, 2022, to June 30, 2023, unless such Initial Term is earlier terminated as provided in this Agreement. This Agreement may be renewed for up to five (5) additional one-year terms (each a "Renewal Term") by mutual written agreement of the Parties. The Annual Use Fee shall not increase during the Initial Term, however the District retains the right to increase the Annual use Fee at the commencement of any Renewal Term.

4. Termination.

(a) Termination for Cause. This Agreement may be terminated by either Party at any time for cause. "Cause" shall consist of a breach of any material provision of this Agreement, and the failure of the breaching Party to cure the breach within fifteen (15) days of being notified of the breach (unless a different cure period is specifically required by the terms of this Agreement). Such a termination shall become effective immediately upon the expiration of the fifteen (15) day cure period, unless such cure is completed to the reasonable satisfaction of the non-breaching Party. If District terminates this Agreement for Cause, then District may bring an action to recover from Oasis any amount necessary to compensate District for all detriment caused by Oasis' failure to perform its obligations under this Agreement.

(b) Termination in the Event of an Emergency Order. In the event of an order from federal, state, or local authorities requiring the closure of the District's school sites, the District may, in its sole discretion, either require Oasis to suspend Program operations as necessary to comply with such order(s), or terminate this Agreement by providing seven (7) days' written notice to Oasis.

(c) Termination for Convenience. Either Party may, by thirty (30) days' prior written notice to the other Party, terminate this Agreement for convenience. The Agreement shall be

terminated effective thirty (30) days after the non-terminating Party's receipt of the terminating Party's written notice.

(d) No later than the effective date of the expiration or earlier termination of this Agreement, Oasis shall cease its use of the Premises and the affected portions of the School Site, and shall vacate the School Site. Oasis shall leave the Premises, including all fixtures and improvements installed thereon, in a clean condition, ordinary wear and tear excepted. Oasis shall be responsible for the cost of any damage caused to the Premises and/or the affected portions of the School Site as set forth herein.

(e) The remedies given to District in this Section or elsewhere in this Agreement shall not be exclusive but shall be in addition to all remedies now or hereafter available at law or in equity.

5. Liens and Claims. Oasis shall promptly pay in full all costs associated with Oasis' use of the Premises, and any equipment, furnishings, furniture, trade fixtures or other items for the Premises or Program that Oasis shall cause to be delivered to the Premises and shall timely pay in full all persons who perform labor for Oasis' use of the Premises and/or the Program. If any mechanics' or materialmen's liens or any other liens or claims for any work done or items furnished at Oasis' request are filed against the Premises, the Program, or the School Site, Oasis shall promptly remove the liens and claims at Oasis' own expense. If Oasis fails to remove the liens or claims and any judgment is entered thereon or thereunder, Oasis shall pay that judgment. Should Oasis fail, neglect, or refuse to remove any such liens or claims or to pay any judgment, District shall have the right to pay any amount required to release any such liens or claims, or to defend any actions brought on the liens or claims and to pay any judgment entered on the liens or claims, and Oasis shall be liable to District for all costs, damages, reasonable attorneys' fees, and any amounts expended in defending any proceedings or in the payment of any of said liens or claims or any judgment obtained therefor. District may record, post, and maintain upon the facilities a notice of non-responsibility. Oasis shall not encumber by any security instrument, all or a part of Oasis' interest under this License or Agreement without the prior written consent of District, and upon such terms and conditions as District may require.

6. Premises Provided in "As Is" Condition. The Premises are provided to Oasis in an "as is" basis. District shall not be required to make or construct any alterations including structural changes, additions, or improvements to the Premises. By using and occupying the Premises pursuant to this Agreement, Oasis accepts the Premises in "as is" condition. Oasis acknowledges that neither the District nor District's agents have made any representation or warranty as to the suitability of the Premises to the operation of Oasis' Program. Any agreements, warranties, or representations not expressly contained herein shall in no way bind either District or Oasis, and District and Oasis expressly waive all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Agreement.

District shall have no responsibility for Oasis' maintenance of applicable health measures or standards at the Premises as described in Sections 7 and 8, below, including but not limited to compliance with federal, state, and local orders or mandates enacted in relation to COVID-19 or other communicable diseases, with which Oasis shall fully comply at its sole cost and

expense. Oasis shall have sole responsibility for providing equipment or services, including personal protective equipment (“PPE”) or protective barriers, that are required by any such orders or mandates.

7. Limitations on Use; Compliance with Law.

(a) The Premises shall be used only for the purpose of operating and maintaining the Program. No other uses shall be permitted without the prior written consent of the District. Oasis shall be solely responsible for the cost of designing and carrying out the Program, and paying for its total cost.

(b) Oasis shall comply with all federal, state, local and District laws, statutes, codes, ordinances, rules, regulations, policies and requirements regarding use of the Premises, as presently enacted or hereafter amended or issued (“Law”). As used herein, the term “Law” shall include all federal, state, and local requirements related to the outbreak of COVID-19.

(c) Oasis shall operate the Program and maintain the Premises in a manner that meets all applicable rules and regulations relating to the operation of a senior program, and such programming as will be provided by Oasis.

(d) Oasis shall not use, permit, or allow the School Site or the Premises to be used, occupied, or improved under this Agreement in any manner or for any purpose that is in any way in violation of any Law.

(e) Oasis will not permit the possession or consumption of alcohol or the use of tobacco products by its employees, volunteers, licensees, or invitees at the School Site or in the Premises.

(f) All materials, equipment, and supplies provided or used by Oasis at or on the School Site or Premises shall fully conform to all applicable Law. Oasis shall not be permitted to store any supplies or equipment containing Hazardous Substances (as that term is defined herein) on the School Site or Premises.

(g) Parking of cars by Oasis employees, agents, licensees and invitees shall be confined to designated parking areas.

(h) Oasis shall provide appropriate supervision, including on-site monitoring and supervision, of all Oasis staff involved in the provision of the Program.

8. Health and Safety Mandates.

(a) Oasis shall comply with all applicable federal, state, local, and District laws, regulations, ordinances, policies, procedures, state executive orders and public health orders regarding health and safety, including all applicable Laws related to COVID-19.

(b) Oasis hereby agrees that all staff members, including volunteers, are familiar with and agree to its child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11166.

(c) In light of the COVID-19 outbreak, Oasis shall implement, to the extent feasible, social distancing measures and guidelines in adherence with the most current language being disseminated by state and local public health officials.

(d) Oasis will provide its staff with information and training in public health measures, hygiene, and sanitation to help prevent the spread of COVID-19 and will ensure that the Premises have the necessary supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, and hand sanitizer).

(e) Oasis will inform the District as soon as practicable should Oasis learn of a confirmed or likely coronavirus infection of an Oasis staff member that works on the Premises. The identity of the person infected shall not be revealed.

9. Licensure & Permitting. Oasis represents and warrants to District that it is qualified to operate the Program and provide the programming and services it will provide at the Premises. Oasis agrees that it has obtained, and that it will maintain, any necessary permits, approvals, and licenses for the operation and maintenance of the Program. District agrees to reasonably cooperate with Oasis in obtaining or maintaining any such permits, approvals, or licenses and will execute any applications, certificates, or other documents required in connection therewith at no cost to the District. Prior to execution of this Agreement, Oasis shall provide the District with copies of all current licenses and any notices of licensure violations.

Oasis shall ensure that its employees, volunteers, contractors, and subcontractors who may come into contact with minor children at the Program comply with all applicable State licensing laws related to fingerprinting and criminal background investigation requirements.

10. Right of Entry. At no time shall Oasis have sole or exclusive access to or use of the Premises, and District and its officers, agents, and employees shall have the right to enter the Premises at reasonable times for the purpose of inspecting the same and making such alterations, repairs or improvements to the Premises as the District may deem necessary or desirable. Except in cases of emergency, District shall provide Oasis with notice at least one (1) business day in advance of any District entry. A set of keys shall be made available to District at the commencement of the Term and subsequently when any locks are changed during the Term.

11. Maintenance and Repairs; Custodial Obligations. During Oasis' use of the Premises, at its sole cost and expense, Oasis shall be responsible for maintaining the Premises in a safe, clean, and hygienic condition at all times which shall include, at a minimum: keeping all floors and walkways swept and clear of debris, ensuring that all rubbish is placed in trash containers and/or dumpsters at the end of each day, and storing or sealing all foodstuffs in such a manner so as to not be an attractant to mice, rats, and other vermin. Oasis shall have access to and use of the District's dumpsters and recycling containers for the disposal of trash and recyclable materials. Oasis shall pay for any repairs to the Premises and the School Site (more than ordinary wear and

tear) arising from Oasis' fault or the fault of any person or entity under its explicit direction or control within thirty (30) days of receipt from District of any invoice for the costs of the repairs. The District's maintenance obligations under the Agreement shall be limited to mowing existing grass areas around the Premises, for which Oasis shall pay a fee of \$15 per month ("Maintenance Fee"). Failure to pay the Maintenance Fee by the 15th day of the month shall constitute a material breach of the Agreement. Additional landscaping and gardening services shall be invoiced to Oasis separately in accordance with the District's usual billing practices.

If District determines, in its discretion, that Oasis has failed to maintain the Premises in a safe, clean, and hygienic condition, or make repairs required by this Section 11, the District will notify Oasis in writing of such failure, and shall include in such notice an itemized list of the deficiencies and the required manner and timeline for correcting each item. In the event that Oasis fails to correct the items listed by the District within the specified timeline, or another timeline, as mutually-agreed upon between the Parties, the District may make the corrections and invoice such costs to Oasis, in accordance with the District's usual billing practices. Payment for such costs will be made by Oasis within thirty (30) days of receipt of invoice.

During the times when Oasis is authorized to use the Premises pursuant to this Agreement, Oasis may, subject to District's reasonable discretion, cause materials and equipment related to the Program to be situated in or on the Premises. Such materials and equipment shall be maintained by Oasis at its sole cost.

12. Alterations and Improvements. Oasis shall make no alterations, improvements, or modifications to the Premises without the prior written consent of the District. Unless otherwise agreed in writing by the Parties, any such alterations, improvements or modifications to the Premises shall become the sole and exclusive property of the District upon completion. For all alterations and improvements approved by the District, Oasis shall, if required by law, and prior to commencement of construction, obtain all necessary approvals from the California Office of Public School Construction and any other building authorities.

13. Signage. Oasis shall not place any signage on the School Site or Premises without prior written consent of the District. The District shall have final approval over the signage, but shall not unreasonably deny its location, design or content. Oasis shall remove the signage on termination of this Agreement, and must restore the School Site and Premises, following removal of the signage, to the condition existing prior to installation of the signage.

14. Utilities. Oasis shall pay all charges for gas, electricity, telephone and internet service, garbage disposal costs, sewage, water or any other utility used or consumed on the Premises. Notwithstanding the above, Oasis shall also be separately responsible for all water expenses incurred on the Premises. District reserves the right to invoice Oasis for any additional utility charges related to Oasis' use of the Premises. Oasis shall reimburse the District for all such utility charges within thirty (30) days after Oasis' receipt of an invoice.

15. Hazardous Substances. Oasis shall not use, maintain, or keep any Hazardous Materials, other than ordinary cleaning supplies and waste, on or in the Premises without the District's prior written approval. Oasis shall promptly give notice to the District of any Hazardous Materials

dispersal or spill, or Hazardous Materials claim, of which it becomes aware. Oasis shall indemnify, defend, and hold the District harmless from any and all claims, costs, damages, penalties or liabilities arising out of Oasis' use or release of any Hazardous Materials at, in or on the Premises. The foregoing indemnification obligation shall survive the expiration or earlier termination of this Agreement. The term "Hazardous Materials" as used in this Agreement shall mean any products, substances, chemical, material or waste whose presence, nature, quantity and/or intensity of existence, use, manufacture, disposal, transportation, spill, release or effect, either by itself or in combination with other materials expected to be on the Premises, is either (a) potentially injurious to the public health, safety or welfare and environment of the Premises, (b) regulated or monitored by any governmental authority, or (c) a basis for liability of District to any governmental agency or third party under any applicable statute or common law theory. Hazardous Materials shall include, but not be limited to, hydrocarbons, MTBE, petroleum, gasoline, crude oil, or any products, by-products, or fractions thereof. Notwithstanding anything contained herein to the contrary, willful or negligent breach of Oasis' obligations under this Section may, at the District's discretion, result in immediate termination of this Agreement.

16. Insurance.

(a) Coverage Required. Before the commencement of this Agreement and during the Term of this Agreement, Oasis shall obtain and maintain, at its expense, with insurance companies acceptable to District, the following insurance policies covering the Premises and the School Site:

(i) Comprehensive general liability insurance for bodily injury, personal injury, and property damage, and including products and completed operation and non-owned and hired automobile coverage, with liability limits of not less than Two Million Dollars (\$2,000,000.00) per occurrence, and Five Million Dollars (\$5,000,000.00) aggregate. This liability insurance shall also include coverage for professional liability for vehicles owned, non-owned, and hired for use in the Program.

(ii) If not included in the above, property insurance covering damages to all buildings and improvements installed on the Premises by Oasis, with a coverage amount equal to the replacement value of the applicable buildings and improvements installed.

(ii) Automobile liability insurance for bodily injury, personal injury and property damage for vehicles owned, non-owned, or hired, with policy limits or not less than Two Million Dollars (\$2,000,000.00) combined single limit.

(b) Insurance Provisions.

(i) The policies described in Subsection (a) above shall: (i) name District as an additional insured and be provided on an occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by District; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than 30 days written notice shall be given to District before the cancellation or reduction of coverage or amount of such policy.

(ii) A certificate issued by the carrier of the policies described in Subsection (a) above shall be delivered to District upon District's request. Each such certificate shall set forth the limits, coverage, and other provisions required under this Section. A renewal certificate for each of the policies described above shall be delivered to District not less than thirty (30) days before the expiration of the term of such policy. Coverage shall be subject to District's approval and shall carry a rating of A:X or higher, unless otherwise agreed to in advance by District, and insurance company shall be admitted and licensed in California to transact insurance coverage and issue policies.

(iii) The policy described in Subsection (a) above may be made part of a blanket policy of insurance so long as such blanket policy contains all of the provisions required in this Section and does not reduce the coverage, impair District's rights under this Agreement, or negate or decrease Oasis' obligations under this Agreement.

(iv) Oasis agrees that if Oasis does not take out and maintain such insurance as required by this Section, then District may (but shall not be required to) procure said insurance on Oasis' behalf and charge Oasis the premiums, together with a 10% handling charge, payable upon demand.

(c) Worker's Compensation Insurance and Employer's Liability Insurance. Oasis shall obtain worker's compensation insurance coverage for no less than the statutory limits, and employer's liability insurance coverage with limits not less than One Million Dollars (\$1,000,000.00) for all persons whom it employs or may employ in carrying out the Program under this Agreement. This insurance shall be in strict accordance with the requirements of the most current and applicable State Worker's Compensation Insurance Laws. Such coverage shall remain in effect throughout the Term of this Agreement. Oasis shall provide a certificate(s) of insurance and endorsements reflecting the above policies on forms acceptable to District upon District's request.

17. Indemnification. Except to the extent caused by the gross negligence or willful misconduct of District or any person or entity under its explicit direction or control, Oasis shall indemnify, defend, and hold District, its officers, agents, employees, Board of Trustees, members of its Board of Trustees and the property of District, including but not limited to the Premises and the School Site, free and harmless from any and all liability, claims, loss, damages, or expenses (including attorneys' fees and fees of any required experts or consultants) resulting from Oasis' occupation and use of the Premises and School Site or its operation of the Program, specifically including, without limitation, any liability, claim, loss, damage, or expense arising by reason of:

(a) The death, illness, or injury of any person, including without limitation any District employee or student or any of Oasis' employees, guests, invitees, or agents, from any cause whatsoever as a direct or indirect result of operating the Program or Oasis' use and/or occupancy of the Premises or School Site while that person is in, on, or about the Premises or School Site or in any way connected with the Premises or School Site or with any of Oasis' personal property on the Premises or School Site;

(b) The death, illness, or injury of any person, including without limitation any District employee or student or any of Oasis' employees, guests, invitees, or agents, or by reason of the damage to or destruction of any property, including property owned by Oasis or any person who is an employee, guest, invitee, or agent of Oasis, caused or allegedly caused by either (1) any condition of the Premises or School Site created by Oasis or its employees, guests, invitees, or agents, or (2) any act or omission on the Premises or School Site by Oasis or any person in, on or about the Premises or School Site with the permission and consent of Oasis;

(c) The damage to or destruction of any property, including property owned by Oasis or by any person who is an employee, guest, invitee, or agent of Oasis, from any cause whatsoever as a direct result of operating the Program or Oasis' use and/or occupancy of the Premises or School Site while that property is in, on or about the Premises or School Site or in any way connected with the Premises or School Site or with any of Oasis' personal property on the Premises or School Site;

(d) Any work performed on the Premises or School Site or materials furnished to the Premises or School Site at the instance or request of Oasis or any person or entity acting for or on behalf of Oasis; and

(e) Oasis' failure to perform any provision of this Agreement or to comply with any requirement of applicable Law or any requirement imposed on Oasis or the Premises by any duly authorized agency or political subdivision.

Oasis will require all Program participants to sign a waiver and release of liability, in a form approved by the District, in advance of their participation in the Program.

18. Independent Contractor Status. This Agreement is not intended to and shall not be construed to create the relationship of principal-agent, master-servant, employer-employee, partnership, joint venture, or association between Oasis and the District; neither party is an officer of the other. Each of the parties, their agents, officers, employees, and volunteers, in their performance under this Agreement, shall act in an independent capacity from each other. Oasis shall be solely responsible for the recruitment, selection, evaluation, training, and all other aspects of the employment of staff hired by Oasis to provide the Program. Oasis shall have all staff fingerprinted, and shall have background checks conducted in accordance with Law.

All Program staff shall be employees of Oasis and not be employees of the District. Oasis shall have sole responsibility for the payment of salaries, compensation, and other remuneration of staff in the performance of this Agreement, and any and all applicable federal, state, and local taxes, workers' compensation insurance, and other expenses related to staff, including, but not limited to, expenses for training and equipment.

19. Notices. All notices or other communications required or permitted under this Agreement shall be deemed duly given, if in writing, and signed by the Party giving the notice, and delivered personally, or sent by a reputable overnight courier service (with package tracking capability), or certified mail, with return receipt requested, and first-class postage prepaid, addressed as follows, and with a copy sent via email:

Orcutt Union School District

Attn: Business Services
500 Dyer St.
Orcutt, CA, 93455
Email: sknight@orcutt-schools.net

Orcutt Areas Seniors In Service, Inc.

Attn: Michelle Southwick
420 Soares Avenue
Orcutt, CA 93455
Email: michelle@oasisorcutt.org

20. Governing Law. This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for San Mateo County, subject to any transfer of venue as required by law.

21. Severability. If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, statute, or ordinance by a court of competent jurisdiction, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement by providing written notice of such termination to the other Party.

22. Assignment. Oasis may not sublet the premises or any portion thereof, or assign or transfer any of its obligations, rights, or duties under this Agreement without the prior written consent of the District. Any such purported subletting, assignment or transfer shall be void, and shall constitute a material breach of this Agreement.

23. Amendment. Each of the Parties acknowledges and agrees that this Agreement may be amended only by a writing signed by both the Parties and approved or ratified by the governing boards of both Parties.

24. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof, and no prior agreement, statement, promise, or representation made by any party, employee, officer, or agent which is not contained herein shall be binding or valid. Any previous agreements between the District and Oasis regarding Oasis' use of the Premises are hereby terminated, including the Original Agreement.

25. Execution in Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Copies of signature pages transmitted to

either Party via email or facsimile shall be deemed equivalent to original signatures on counterparts.

26. Warrant of Authority. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the Party indicated, and each of the Parties by signing this Agreement warrants and represents that such Party is legally authorized and entitled to enter into this Agreement.

27. No Property Interest Created. This Agreement does not create any interest for Oasis in the Premises or the School Site or any property owned or maintained by District, and is not coupled with any property interest or other interest.

[Signatures on the following page]

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date and year first written above.

ORCUTT UNION SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

ORCUTT AREAS SENIORS IN SERVICE, INC.

By: _____

Name: _____

Title: _____



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Board Policy 7150 Site Selection and Development

BACKGROUND: Policy updated to add material regarding the Governing Board's obligations when evaluating property prior to acquiring a new school or an addition to an existing school site, and reflect NEW LAW (AB 819, 2021) which requires the district to post specified environmental review documents.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 7150 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Facilities

SITE SELECTION AND DEVELOPMENT

BP 7150(a)

The ~~Board of Trustees~~ **Governing Board** believes that a school site should serve the district's educational needs in accordance with the district's master plan as well as show potential for contributing to other community needs.

(cf. 7110 – Facilities Master Plan)

The Board recognizes the importance of community input in the site selection process. To this end, the Board will solicit community input whenever a school site is to be selected and shall provide public notice and hold public hearings in accordance with law.

(cf. 1220 – Citizen Advisory Committees)

(cf. 9320 – Meetings and Notices)

The Superintendent or designee shall establish a site selection process which complies with law and ensures that the best possible sites are acquired and developed in a cost-effective manner.

(cf. 7140 – Architectural and Engineering Services)

(cf. 7210 – Facilities Financing)

Before acquiring property for a new school or an addition to an existing school site, the Board, **at a public hearing**, shall **either** evaluate the property ~~at a public hearing~~ using state site selection standards: **specified in 5 CCR 14010 or, if a district advisory committee was appointed to evaluate the property, receive the committee's report of findings based on those standards.** (Education Code 17211, 17251) (Education Code 17211)

Environmental Impact Investigation for the Site Selection Process

The Superintendent or designee shall determine whether any proposed development project is subject to the requirements of the California Environmental Quality Act (CEQA) and shall ensure compliance with this Act, ~~whenever so required~~ **including any web site posting requirements.** When evaluating district projects, the CEQA guidelines shall be used.

Environmental review documents, including a draft environmental impact report, environmental impact report, negative declaration or mitigated negative declaration, and public notice of the preparation and availability of such documents, shall be posted on the district's web site. (Public Resources Code 21082.1, 21092, 21092.2)

Agricultural Land

If the proposed site is in an area designated in a city, county, or city and county general plan for agricultural use and zoned for agricultural production, the Board shall determine all of the following: (Education Code 17215.5)

Facilities

SITE SELECTION AND DEVELOPMENT

BP 7150(b)

1. That the district has notified and consulted with the city, county, or city and county within which the prospective site is to be located
2. That the Board has evaluated the final site selection based on all factors affecting the public interest and not limited to selection on the basis of the cost of the land
3. That the district shall attempt to minimize any public health and safety issues resulting from the neighboring agricultural uses that may affect students and employees at the site

State

14 CCR 15000-15285: Implementation of California Environmental Quality Act of 1970
5 CCR 14001-14036: California Department of Education: school facilities construction
CCP 1263.710-1263.770: Remediation of hazardous substances on property to be acquired by school district
Ed. Code 17006: Definition of self-certifying district
Ed. Code 17024: Prior written approval of CDE for selection of school site or construction of building
Ed. Code 17070.10-17077.10: Leroy F. Greene School Facilities Act of 1998
Ed. Code 17210-17224: School Sites; general provisions
Ed. Code 17240-17245: New Schools Relief Act
Ed. Code 17250.10-17250.55: Design-build contracts
Ed. Code 17251-17256: CDE powers concerning buildings and building sites
Ed. Code 17260-17268: Plans and specifications for school facilities
Ed. Code 17280-17317: Field Act; approval of plans and supervision of construction
Ed. Code 17565-17592.5: Board duties; management and control of school property
Ed. Code 35271: Power to acquire and construct on adjacent property
Ed. Code 35275: New school planning; cooperation with recreation and park authorities
Gov. Code 53094: Authority to render zoning ordinances inapplicable
Gov. Code 65402: Acquisition or disposition of property
Gov. Code 65995-65997: Developer fees
Gov. Code 66455.9: Written notices of proposed public school site within development; investigation and report; conditions for acquisition
H&S Code 44360: Risk assessment
Pub. Res. Code 21000-21177: California Environmental Quality Act of 1970

Management Resources

Attorney General Opinion: 82 Ops.Cal.Atty.Gen. 130 (1999)
Website: Governor's Office of Planning and Research
Website: Department of Toxic Substances Control
Website: California Department of Education, School Site Selection and Approval Guide
Website: CSBA District and County Office of Education Legal Services
Website: Department of General Services, Office of Public School Construction
Website: California Department of Education, School Facilities

Legal Reference:

EDUCATION CODE

~~17006 Definition of self-certifying district~~
~~17024 Prior written approval of CDE for selection of school site or construction of building~~
~~17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998~~
~~17210-17224 General provisions (school sites)~~
~~17240-17245 New Schools Relief Act~~
~~17250.10-17250.50 Design-build contracts~~

Facilities

SITE SELECTION AND DEVELOPMENT

BP 7150(c)

~~17251-17253 Powers concerning buildings and building sites~~

~~17260-17268 Plans~~

~~17280-17317 Approvals~~

~~17565-17592.5 Board duties re management and control of school property~~

~~35271 Power to acquire and construct on adjacent property~~

~~35275 New school planning and design, re consultation with local recreation and park authorities~~

~~CODE OF CIVIL PROCEDURE~~

~~1263.710-1263.770 Remediation of hazardous substances on property to be acquired by school district~~

~~GOVERNMENT CODE~~

~~53094 Authority to render zoning ordinances inapplicable~~

~~65402 Acquisition or disposition of property~~

~~65995-65997 Developer fees~~

~~66455.9 Written notices of proposed public school site within development; investigation and report; conditions for acquisition~~

~~HEALTH AND SAFETY CODE~~

~~44360 Risk assessment~~

~~PUBLIC RESOURCES CODE~~

~~21000-21177 Implementation of Environmental Quality Act~~

~~CODE OF REGULATIONS, TITLE 5~~

~~14001-14036 Minimum standards~~

~~CODE OF REGULATIONS, TITLE 14~~

~~15000-15209 Review and evaluation of EIRs and negative declarations~~

~~ATTORNEY GENERAL OPINIONS~~

~~82 Ops. Cal. Atty. Gen. 130 (1999)~~

~~Management Resources:~~

~~WEB SITES~~

~~CDE, School Facilities Planning Division: <http://www.cde.ca.gov/dmsbranch/sfpdiv>~~

~~Office of Public School Construction: <http://www.opsc.dgs.ca.gov/>~~

Policy Adopted: 6/7/06 **12/14/22**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Board Policy 7110 Facilities Master Plan

BACKGROUND: Policy updated to recognize the importance of teacher housing needs, and reflect NEW LAW (AB 306, 2021) which adds the definition of “residential housing” as it applies to district facilities, excludes from the definition of “school building” any building used or intended to be used by a district as “residential housing,” and specifies that the department of General Services is not required to approve residential housing for earthquake safety and access by person with disabilities.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 7110 as presented for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FACILITIES MASTER PLAN

The **Governing** Board of Trustees recognizes the importance of long-range planning for school facilities in order to **address changes in student enrollment, teacher housing needs, and the district's educational program.** ~~changing needs of district students and to help ensure that resources are allocated in an efficient and effective manner. To that end, the Board directs the~~ The Superintendent or designee **shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short-and long-term facilities needs and priorities.** ~~to develop and maintain a master plan for district facilities.~~

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

FACILITIES MASTER PLAN

1. A statement of purpose, including district goals, philosophy, and related policies
2. A description of the planning process
3. Demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs
4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications
5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds
6. Site selection criteria and process
7. Development of a capital planning budget and identification of potential funding sources
8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives
2. Provide for maximum site enrollment at school facilities
3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010
4. Are designed for the environmental comfort and work efficiency of the occupants
5. Are designed to require a practical minimum of maintenance
6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety
7. Are designed and engineered with flexibility to accommodate future need

Plans for the design and construction of new school facilities shall also meet the standards

FACILITIES MASTER PLAN

described in 5 CCR 14030, the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

~~The plan shall describe the district's anticipated short- and long-term facilities needs and priorities and shall be aligned with the district's educational goals.~~

~~(cf. 0000—Vision)~~

~~(cf. 7000—Concepts and Roles)~~

~~(cf. 7111—Evaluating Existing Buildings)~~

~~(cf. 7131—Relations with Local Agencies)~~

~~(cf. 7210—Facilities Financing)~~

~~The Superintendent or designee shall ensure that staff, parents/guardians, students, and business and community representatives are kept informed of the need for construction and modernization of facilities and of the district's plans for facilities. The Superintendent or designee may also establish a facilities committee that shall meet at regular intervals in order to give community members opportunities to provide input into the planning process. The committee may consult local governmental and state planning agencies in order to ensure compliance with local and state standards.~~

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

~~At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)~~

~~If the city or county commission or agency requests a meeting, the Superintendent or designee~~

FACILITIES MASTER PLAN

~~shall meet with them within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)~~

State

2 CCR 1859-1859.199: Leroy F. Greene School Facilities Act
24 CCR 101: California Building Standards Code
5 CCR 14001: Minimum standards for school facilities
5 CCR 14010: Procedure for site acquisition
5 CCR 14030-14036: Standards, planning, and approval of school facilities
Ed. Code 16011: Long-range comprehensive master plan
Ed. Code 16322: California Department of Education services
Ed. Code 17017.5: Approval of applications for projects
Ed. Code 17070.10-17079.30: Leroy F. Greene School Facilities Act
Ed. Code 17251-17256: CDE powers concerning buildings and building sites
Ed. Code 17260-17268: Plans and specifications for school facilities
Ed. Code 17280-17317: Field Act; approval of plans and supervision of construction
Ed. Code 17283.5: School building does not include residential housing
Ed. Code 17365-17374: Field Act; fitness for occupancy; liability of board members
Ed. Code 17405: Relocatable structures; lease requirements
Ed. Code 35275: New school planning; cooperation with recreation and park authorities
Ed. Code 4454.5: Approval of plans and specifications; exemption of residential housing
Gov. Code 53090-53097.5: Regulation of local agencies by counties and cities
Gov. Code 65352.2: Communicating and coordinating of school sites
Gov. Code 65995.6: School facilities needs analysis
H&S Code 53570-53574: Teacher Housing Act of 2016

Federal

28 CFR 35.101-35.190: Americans with Disabilities Act
42 USC 12101-12213: Americans with Disabilities Act

Management Resources

California Department of Education Publication: Educational Specifications: Linking Design of School Facilities to Educational Program, 1997
California Department of Education Publication: Guide for the Development of a Long-Range Facilities Plan, 1986
California Department of Education Publication: Schools of the Future Report, September 2011
CSBA Publication: Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
CSBA Publication: Facilities Master Planning, Fact Sheet, November 2007
Office of Public School Construction Publication: School Facility Program Handbook, January 2019
Office of Public School Construction Publication: A Brief Overview of the School Facility Program, May 2016
State Allocation Board Publication: Public School Construction Cost Reduction Guidelines, 2000
Website: CSBA District and County Office of Education Legal Services
Website: Department of General Services, Office of Public School Construction
Website: California Department of Education
Website: CSBA

Legal Reference:

EDUCATION CODE

FACILITIES MASTER PLAN

~~16011 Long range comprehensive master plan~~
~~16322 Department of Education services~~
~~17017.5 Approval of applications for projects~~
~~17251 Powers and duties of CDE~~
~~17260-17268 Plans of schoolhouses~~
~~17280-17317 Field Act~~
~~17365-17374 Fitness for occupaney~~
~~17405 Relocatable structures; lease requirements~~
~~35275 New school planning; cooperation with recreation and park authorities~~
~~GOVERNMENT CODE~~
~~53090-53097.5 Regulation of local agencies by counties and cities~~
~~65352.2 Communicating and coordinating of school sites~~
~~65995.6 School facilities needs analysis~~
~~CODE OF REGULATIONS, TITLE 5~~
~~14001 Minimum standards~~
~~140306 Standards, planning and approval of school facilities~~
~~UNITED STATES CODE, TITLE 42~~
~~12101-12213 Americans with Disabilities Act~~

~~Management Resources:~~

~~WEB SITES~~

~~Office of Public School Construction: <http://www.opsc.dgs.ca.gov>~~

~~CDE, School Facilities Division: <http://www.cde.ca.gov/facilities>~~

Policy Adopted: ~~6/7/06~~ 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,
Director Fiscal Services

BOARD MEETING DATE: November 9, 2022

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.

1	2003 Imperial Oven : Unit can no longer be repaired. This has recently been replaced	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

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of November 9, 2022

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 November 9 school board meeting we will present School Plans for Student Achievement for five schools: Alice Shaw School, Joe Nightingale School, Olga Reed School, Lakeview Junior High School, and the Orcutt Academy Charter School. Staff recommends these be approved as submitted.

Fiscal Impact

No funding implications.

School Year: **2022-23**

School Plan for Student Achievement (SPSA)

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.

School Name	Alice Shaw Elementary School
Address	759 Dahlia Place Santa Maria, CA 93455
County-District-School (CDS) Code	42 69260 6045736
Principal	Helena Avedikian
District Name	Orcutt Union School District
SPSA Revision Date	October 18, 2022
Schoolsite Council (SSC) Approval Date	October 18, 2022
Local Board Approval Date	November 9, 2022

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.

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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 2022-2023 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 2022-2023 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 2022-2023 school year, 512 students are enrolled including 18% classified as English Language Learners, 10% in students with disabilities, 47.27% socioeconomically disadvantaged, and 5% students experiencing homelessness.

English Language Learners: English Learners represent 18 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 10 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.

Educational Partner 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: 09/20/22 and 10/14/22

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:

10/11/22 - Met with PTA to share school site goals and proposed SPSA

10/5/22 - Met with school staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

10/18/22 - 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.53%	0.6%	1.03%	3	3	5
Asian	0.35%	0.4%	0.21%	2	2	1
Filipino	0.88%	0.9%	0.82%	5	5	4
Hispanic/Latino	58.94%	62.1%	63.09%	333	334	306
Pacific Islander	0.18%	0.2%	0.21%	1	1	1
White	30.27%	27.9%	27.22%	171	150	132
Multiple/No Response	6.55%	5.2%	4.54%	37	28	22
	Total Enrollment			565	538	485

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	71	63	51
Grade 1	72	75	59
Grade 2	72	71	73
Grade3	99	72	68
Grade 4	77	88	66
Grade 5	96	80	83
Grade 6	78	89	85
Total Enrollment	565	538	485

Conclusions based on this data:

1. Overall enrollment is declining steadily, with fluctuations between grade levels.
2. The largest subgroup is Hispanic/Latino.
3. The second largest 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	90	83	82	15.9%	15.40%	16.9%
Fluent English Proficient (FEP)	29	22	23	5.1%	4.10%	4.7%
Reclassified Fluent English Proficient (RFEP)	15	6		16.5%	1.10%	

Conclusions based on this data:

1. The rate of reclassification of English Learners has decreased over the past two 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	72	70	80	0	69	80	0	69	97.6	0.0	98.6
Grade 4	92	88	69	92	0	68	92	0	68	100	0.0	98.6
Grade 5	77	83	85	77	0	83	77	0	83	100	0.0	97.6
Grade 6	92	89	87	90	0	86	90	0	86	97.8	0.0	98.9
All Grades	343	332	311	339	0	306	339	0	306	98.8	0.0	98.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.		2384.	15.00		4.35	21.25		23.19	37.50		31.88	26.25		40.58
Grade 4	2457.		2442.	13.04		14.71	26.09		26.47	38.04		22.06	22.83		36.76
Grade 5	2521.		2459.	20.78		7.23	48.05		19.28	15.58		33.73	15.58		39.76
Grade 6	2548.		2503.	16.67		15.12	46.67		24.42	22.22		26.74	14.44		33.72
All Grades	N/A	N/A	N/A	16.22		10.46	35.40		23.20	28.61		28.76	19.76		37.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.25		8.70	53.75		65.22	30.00		26.09
Grade 4	14.13		10.29	59.78		72.06	26.09		17.65
Grade 5	35.06		7.23	51.95		71.08	12.99		21.69
Grade 6	28.89		15.12	48.89		55.81	22.22		29.07
All Grades	23.30		10.46	53.69		65.69	23.01		23.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.75		4.35	50.00		65.22	26.25		30.43
Grade 4	10.87		7.35	63.04		61.76	26.09		30.88
Grade 5	22.08		9.64	62.34		56.63	15.58		33.73
Grade 6	28.89		9.30	56.67		55.81	14.44		34.88
All Grades	21.24		7.84	58.11		59.48	20.65		32.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.25		2.90	76.25		71.01	12.50		26.09
Grade 4	14.13		10.29	75.00		72.06	10.87		17.65
Grade 5	16.88		3.61	74.03		73.49	9.09		22.89
Grade 6	13.33		20.93	76.67		63.95	10.00		15.12
All Grades	13.86		9.80	75.52		69.93	10.62		20.26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.25		10.14	60.00		65.22	28.75		24.64
Grade 4	17.39		5.88	56.52		73.53	26.09		20.59
Grade 5	28.57		6.02	49.35		61.45	22.08		32.53
Grade 6	28.89		10.47	58.89		72.09	12.22		17.44
All Grades	21.53		8.17	56.34		67.97	22.12		23.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2017-2019 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 2017-2019 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	72	70	80	0	69	80	0	69	97.6	0.0	98.6
Grade 4	92	88	69	92	0	68	92	0	68	100	0.0	98.6
Grade 5	77	83	85	77	0	84	77	0	84	100	0.0	98.8
Grade 6	92	89	87	90	0	86	90	0	86	97.8	0.0	98.9
All Grades	343	332	311	339	0	307	339	0	307	98.8	0.0	98.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2427.		2388.	11.25		2.90	35.00		23.19	28.75		34.78	25.00		39.13
Grade 4	2455.		2443.	5.43		14.71	27.17		17.65	41.30		30.88	26.09		36.76
Grade 5	2511.		2468.	19.48		3.57	20.78		16.67	36.36		45.24	23.38		34.52
Grade 6	2530.		2494.	22.22		15.12	21.11		12.79	28.89		32.56	27.78		39.53
All Grades	N/A	N/A	N/A	14.45		9.12	25.96		17.26	33.92		36.16	25.66		37.46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.50		8.70	40.00		56.52	32.50		34.78
Grade 4	14.13		19.12	42.39		39.71	43.48		41.18
Grade 5	29.87		8.33	40.26		54.76	29.87		36.90
Grade 6	28.89		9.30	37.78		47.67	33.33		43.02
All Grades	24.78		11.07	40.12		49.84	35.10		39.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.00		4.35	47.50		53.62	22.50		42.03
Grade 4	15.22		13.24	46.74		45.59	38.04		41.18
Grade 5	14.29		2.38	55.84		61.90	29.87		35.71
Grade 6	25.56		8.14	42.22		56.98	32.22		34.88
All Grades	21.24		6.84	47.79		55.05	30.97		38.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.50		2.90	57.50		69.57	25.00		27.54
Grade 4	14.13		17.65	40.22		44.12	45.65		38.24
Grade 5	15.58		3.57	50.65		64.29	33.77		32.14
Grade 6	21.11		11.63	51.11		59.30	27.78		29.07
All Grades	17.11		8.79	49.56		59.61	33.33		31.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Analysis of CAASPP Mathematics results from 2017-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard .
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1423.8	*		1430.7	*		1407.5	*		13	7	
1	1426.1	1412.2		1438.7	1453.4		1412.7	1370.4		11	16	
2	*	1466.3		*	1478.1		*	1454.0		9	11	
3	1512.1	1468.3		1514.1	1475.6		1509.7	1460.3		13	14	
4	1536.2	*		1543.6	*		1528.0	*		14	9	
5	1555.5	*		1548.9	*		1561.5	*		11	8	
6	*	*		*	*		*	*		10	10	
All Grades										81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		46.15	*		30.77	*		15.38	*		13	*	
1	0.00	0.00		27.27	31.25		54.55	31.25		18.18	37.50		11	16	
2	*	0.00		*	45.45		*	36.36		*	18.18		*	11	
3	15.38	0.00		61.54	42.86		23.08	28.57		0.00	28.57		13	14	
4	21.43	*		64.29	*		7.14	*		7.14	*		14	*	
5	54.55	*		45.45	*		0.00	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	20.99	10.67		48.15	38.67		22.22	29.33		8.64	21.33		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		46.15	*		30.77	*		15.38	*		13	*	
1	9.09	31.25		27.27	18.75		45.45	31.25		18.18	18.75		11	16	
2	*	27.27		*	27.27		*	45.45		*	0.00		*	11	
3	61.54	21.43		30.77	35.71		7.69	28.57		0.00	14.29		13	14	
4	57.14	*		35.71	*		7.14	*		0.00	*		14	*	
5	72.73	*		27.27	*		0.00	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	39.51	36.00		35.80	28.00		17.28	25.33		7.41	10.67		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		23.08	*		61.54	*		7.69	*		13	*	
1	0.00	0.00		18.18	6.25		27.27	43.75		54.55	50.00		11	16	
2	*	0.00		*	27.27		*	36.36		*	36.36		*	11	
3	15.38	0.00		23.08	7.14		53.85	35.71		7.69	57.14		13	14	
4	14.29	*		14.29	*		64.29	*		7.14	*		14	*	
5	9.09	*		63.64	*		27.27	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	12.35	0.00		29.63	21.33		41.98	38.67		16.05	40.00		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		92.31	*		0.00	*		13	*	
1	36.36	31.25		36.36	50.00		27.27	18.75		11	16	
2	*	9.09		*	81.82		*	9.09		*	11	
3	30.77	0.00		69.23	64.29		0.00	35.71		13	14	
4	42.86	*		57.14	*		0.00	*		14	*	
5	18.18	*		81.82	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.40	22.67		64.20	58.67		7.41	18.67		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		69.23	*		23.08	*		13	*	
1	0.00	25.00		90.91	50.00		9.09	25.00		11	16	
2	*	36.36		*	63.64		*	0.00		*	11	
3	69.23	50.00		30.77	42.86		0.00	7.14		13	14	
4	57.14	*		42.86	*		0.00	*		14	*	
5	90.91	*		9.09	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*	
All Grades	44.44	49.33		49.38	40.00		6.17	10.67		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		92.31	*		0.00	*		13	*	
1	9.09	0.00		36.36	50.00		54.55	50.00		11	16	
2	*	9.09		*	54.55		*	36.36		*	11	
3	0.00	0.00		84.62	35.71		15.38	64.29		13	14	
4	14.29	*		78.57	*		7.14	*		14	*	
5	9.09	*		90.91	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.11	9.33		74.07	45.33		14.81	45.33		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	38.46	*		38.46	*		23.08	*		13	*	
1	0.00	0.00		54.55	43.75		45.45	56.25		11	16	
2	*	0.00		*	81.82		*	18.18		*	11	
3	23.08	0.00		76.92	57.14		0.00	42.86		13	14	
4	21.43	*		71.43	*		7.14	*		14	*	
5	18.18	*		81.82	*		0.00	*		11	*	
6	*	*		*	*		*	*		*	*	
All Grades	24.69	2.67		60.49	62.67		14.81	34.67		81	75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 qualify to reclassify.
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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
538	53.7	15.4	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	83	15.4
Foster Youth	4	0.7
Homeless	21	3.9
Socioeconomically Disadvantaged	289	53.7
Students with Disabilities	64	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian or Alaska Native		
Asian	2	0.4
Filipino	5	0.9
Hispanic	334	62.1
Two or More Races	28	5.2
Native Hawaiian or Pacific Islander	1	0.2
White	150	27.9

Conclusions based on this data:

1. The percentage of English Learners over the past three years ranges from 14.9% to 15.4%.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  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%) in the 2018-19 school year.
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

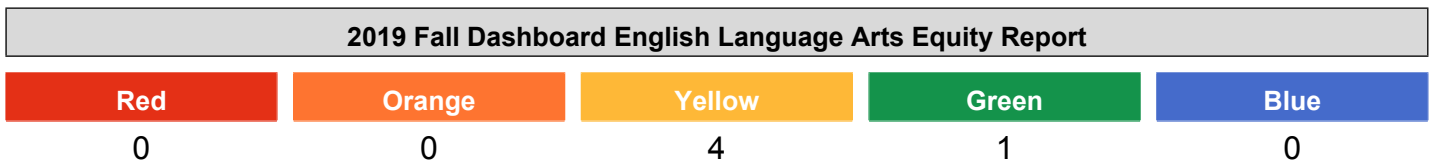
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 1.4 points above standard Increased ++9.8 points 329	<p>English Learners</p> Yellow 8.6 points below standard Increased Significantly ++17.2 points 62	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 12.5 points below standard Increased Significantly ++18.4 points 192	<p>Students with Disabilities</p> Yellow 50.5 points below standard Increased Significantly ++20.1 points 34

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:

1. 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.
2. Students with Disabilities is an area of focus that will continue to be monitored in all academic areas.
3. In the area of English Language Arts, growth was demonstrated by Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

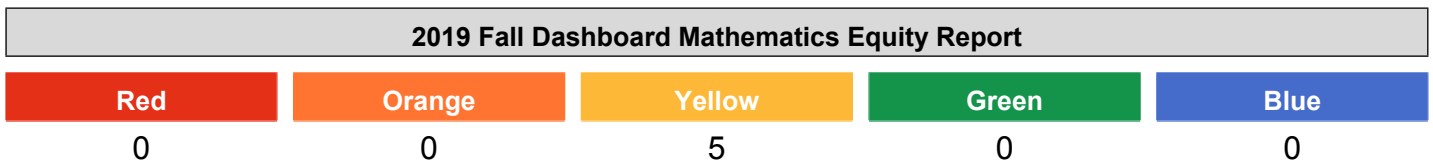
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 20.1 points below standard Increased ++3.4 points 329	<p>English Learners</p> Yellow 25.7 points below standard Increased ++10.8 points 62	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 32.5 points below standard Increased ++9 points 192	<p>Students with Disabilities</p> Yellow 72.8 points below standard Increased Significantly ++25.4 points 34

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.
3. On the 2019 Dashboard, the Reclassified English Learners sub-group scored above standard.

School and Student Performance Data

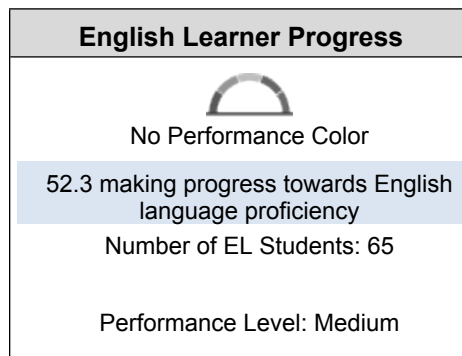
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
18.4	29.2	12.3	

Conclusions based on this data:

- Overall English Learners (EL) are making progress. 29% of English Learners maintained the current level.
- Continued access to challenging text (Wonders, libraries, Compass Learning) will increase opportunities for EL students to grow academically in English Language Arts.
- A small percentage of English Learners score in Level 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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		
All Students	English Learners	Foster Youth
Orange 9.7 Increased +1 595	Yellow 6.1 Maintained +0.1 98	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Orange 12.8 Maintained +0.1 359	Orange 17.3 Increased +7.3 75

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

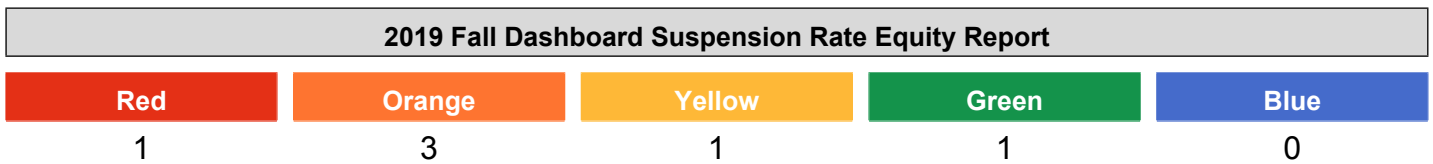
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 2.3 Increased +1.2 610	<p>English Learners</p> Green 1 Maintained 0 102	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 10	<p>Socioeconomically Disadvantaged</p> Orange 2.4 Increased +1.7 368	<p>Students with Disabilities</p> Red 8 Increased +5.1 75

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 <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2.9</div> Increased +1.8 347	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.9</div> Increased +1.9 54	 No Performance Color Less than 11 Students - Data 1	 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.5</div> 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 on the 2019 Dashboard.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 2022 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>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: 37% Hispanic: 28% Socioeconomically Disadvantaged: 25% English Learners: 5% Ever-EL: 16% Students with Disabilities: 7%</p>
<p>Results from Spring 2021 NWEA results for 1st-6th grade students.</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: 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</p>	<p>Grade 1 met the goal of increasing student scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2022 NWEA Reading Assessment.</p> <p>Grade 1: 53% Hi and HiAvg and Average Grade 2: 41% Hi and HiAvg and Average Grade 3: 46% Hi and HiAvg and Average Grade 4: 58% Hi and HiAvg and Average Grade 5: 59% Hi and HiAvg and Average Grade 6 61% Hi and HiAvg and Average</p>
<p>Spring 2021 Acadience assessment for Kindergarten</p>	<p>By Spring 2022 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment will increase by 15%</p>	<p>51% of Kindergarten students scored at "At or Above" benchmark as measured by Acadience Composite Assessment. Goal Met.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Goal for Spring 2022: 50% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.	

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>NWEA testing and Acadience Reading assessments returned to a normal administration schedule in 2021-2022 NWEA and Acadience results were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps such as targeted instruction, intervention, enrichment, and more.</p>	<p>Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF-Supplemental Funds None Specified District Funded 0</p> <p>Professional Development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1,000</p>	<p>Teachers met during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF-Supplemental Funds None Specified District Funded 0</p> <p>Professional books were provided for professional development and staff book study. 4000-4999: Books And Supplies LCFF - Supplemental 807</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>Students were provided additional technology to enhance California State Standards (e.g. Imagine Learning, Pathblazer, etc).</p> <p>Additional high interest library books were purchased to enhance the curriculum and continue the goal of students' independently reading.</p>	<p>Supplemental/enhance curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 1819.00</p>	<p>Materials provided for technology and intervention 4000-4999: Books And Supplies LCFF - Supplemental 2,137</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 resumed to an in-person format for 2021-2022.</p> <p>With the support from TOSAs, hourly support teachers administered Acadience tests to all students in grades 1-3 and to identified students in grades 4-6. TOSAs, classroom teachers and hourly support teachers then utilized the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. Students participated in targeted intervention with hourly teachers and classroom teachers four days a week for 35 minutes.</p> <p>Hourly teachers and classroom teachers utilized supplemental materials (e.g. SIPPS, Heggerty, etc.) to assist with targeted intervention groups.</p>	<p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 42,745.57</p> <p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32,255</p>	<p>Intervention Instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 37,035</p> <p>Intervention Instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF 59,298</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>Instructional Coach (TOSA) worked directly with teachers and hourly teachers during PLC collaboration time and meetings. TOSA supported teachers and hourly teachers to identify Title I at-risk students and create and implement interventions.</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 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The TOSA will provide support for identification of and training in effective, research-based 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>			

Analysis

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

All of the actions stated here were implemented in 2021-22. Teachers worked to implement an accelerated learning model in which, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Pacing underpins acceleration, and teachers have worked with each other and with the support of TOSAs on lesson pacing so grade level standards are fully covered and learned. Weekly PLC meetings and after school 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 well, although due to the shortfall of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8) show that students generally are performing at levels very close to where they were prior to the pandemic in Spring 2019. Meanwhile, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in English/language arts during the 2021-2022 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences between proposed actions 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 influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in English/language arts, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful. Another improvement for 2022-2023 will be to work, as possible, on keeping hourly support teachers in place so SIPPS intervention can maintain momentum.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
<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 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>	<p>Spring 2022 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:</p> <p>All students: 26% Hispanic: 23% Socioeconomically Disadvantaged: 22% Students with Disabilities: 0% English Learner: 7% Ever-EL: 17%</p>
<p>Results from Spring 2021 NWEA results for 1st-6th grade students.</p>	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10%, as measured by Spring 2022 NWEA Math Assessment</p> <p>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</p>	<p>Grade 1, 2, and 5 met the goal by increase student scores to "Hi, HiAvg. and Average" by 10% as measured by Spring 2022 NWEA Math Assessment.</p> <p>Grade 3 nearly met their goal with 7% growth with student scores increasing to "Hi, HiAvg. and Average" as measured by Spring 2022 NWEA Math Assessment.</p> <p>Grade 1 - Goal Met 49% Hi, HiAvg. and Average Grade 2 - Goal Met 32% Hi, HiAvg. and Average Grade 3 - Goal Nearly Met 53% Hi, HiAvg. and Average Grade 4 - Goal Nearly Met 44% Hi, HiAvg. and Average Grade 5 - Goal Met 55% Hi, HiAvg. and Average Grade 6 - Goal Not Met 47% Hi, HiAvg. and Average</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2021 ESGI for Kindergarten	Goal for Spring 2022 ESGI Results: Counts from a given number within the known sequence : 88% Identifies 2 dimensional and 3 dimensional shapes: 66%	Spring 2022 ESGI Results: Counts from a given number within the known sequence : 86% Identifies 2 dimensional and 3 dimensional shapes: 86%

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, and plan collaboratively for instruction.	NWEA testing returned to a normal administration schedule in 2021-2022 NWEA results were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps such as targeted instruction, intervention, enrichment, and more.	Reported under Goal 1 1000-1999: Certificated Personnel Salaries District Funded 0	Reported under Goal 1 1000-1999: Certificated Personnel Salaries District Funded 0
<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>	TOSAs continue to support classroom teachers with implementation of the math curriculum and use of Zearn/Eureka Math. TOSAs offered some afterschool professional development sessions on the subject.	Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0	Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0
		Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF 0

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>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p>	<p>There will be a school-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement. 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Materials were provided to support a focus on academic vocabulary in math, math facts and concepts, and use of math manipulatives. 4000-4999: Books And Supplies LCFF - Supplemental 2,693</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 with District</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. Games and activities recommended by Douglass were emphasized in Summer School offerings this past summer.</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Grade levels will meet with Michelle Douglass to increase teacher capacity on essential standards 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 7,500</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Grade levels met with Michelle Douglass to increase teacher capacity on essential standards (two meetings for each grade level) 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,250</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Math Consultant Michelle Douglass.			
Provide opportunities for math enrichment including math club and North County Math Super Bowl	The North County Math Super Bowl was not able to take place due to the continuation of COVID-19 cases in our area.	Materials and supplies supporting participation in the North County Math Super Bowl 4000-4999: Books And Supplies LCFF - Supplemental 500	Materials and supplies supporting participation in the North County Math Super Bowl 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 2021-2022 save the North County Math Super Bowl. Throughout the school year, teachers worked hard to deliver quality math instruction on an accelerated pace whereby, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Teachers also worked to integrate counting activities, number talks, math games, and other strategies recommended by district math consultant Michele Douglass. Zearn/Eureka Math was relied on by many teachers as a vehicle for intervention or enrichment. Because it is an online curriculum, Zearn could be assigned as independent work for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASPP math testing show that students in grades 3-8 generally are performing at lower levels than they were before the pandemic in Spring 2019. This points to the need to continue to emphasize math instruction in 2022-2023. That said, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in math during the 2021-2022 school year. Grade 1, 2, and 5 met the goal by increase student scores to "Hi, HiAvg. and Average" by 10% as measured by Spring 2022 NWEA Math Assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The money that was allotted for Math Super Bowl was used to enhance the district adopted curriculum (math materials).

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.

Math is not just a school, but a districtwide, focus area. Following are key elements we are working to have established in classrooms: (1) teachers following an acceleration model for instruction; (2) students utilizing manipulatives and digital manipulatives to build conceptual understanding; (3) students building number sense with mental math fostered by number talks, daily counting, mental math strategies, and fluency games; (4) students using mathematical tools, especially the Desmos online scientific calculator for grades 6-12; and (5) teachers assigning Zearn/Eureka Math to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023. As stated for Goal 1, the influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in mathematics, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 92.32%.
Chronic Absenteeism Rate	<p>Decrease Chronic Absenteeism for all students and each subgroup by the designated percentages for the 2021-2022 school year.</p> <p>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%</p>	<p>Homeless students exceeded the goal of decreasing Chronic Absenteeism by 10%</p> <p>Chronic Absenteeism for: All Students: 29.88% Socioeconomically Disadvantaged: 35.25% Homeless: 52.17% English Learner: 16%</p>

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.	School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to students and parents throughout the 2021-2022 school year. That said, student attendance was greatly hampered by something out of the school's control: the continuation of COVID-19, several flare-ups of cases, and quarantining requirements which had many students out of school for more than a week at a time. As	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 500	Attendance incentives were not purchased 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	possible, teachers and office staff worked hard to recoup attendance credit by having students do short-term independent study assignments.		
<p>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.</p> <p>Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.</p>	<p>Truancy and School Attendance Review Board (SARB) processes returned to a more normal routine in 2021-2022, as the County District Attorney's Office and SARB were willing to hold accountable the families of students with significant attendance issues. Letters for excessive absenteeism (>10% excused absences) were not as pertinent in light of the many extended absences associated with COVID-19 cases.</p>	<p>School monitoring of attendance/engagement data. Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I 0</p>	<p>Additional Office Assistant time was utilized to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I 5,180</p>

Analysis

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

We were faithful to the action plan and worked hard to support positive attendance. But the protraction of COVID-19 well into the school year put a sizable dent in school and district attendance rates. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Processes for truancy notification and referrals to SARB were generally effective in prompting families of students with low attendance rates to demonstrate improvement. Schools appreciated the County District Attorney's more assertive stance toward truancy. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time. These absences are reflected in the overall attendance rate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to mandatory absences for quarantine and illnesses, attendance awards were not purchased. When possible, no cost activities such as additional activities were utilized to reward 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.

Our school and school district will remain focused on attendance in 2022-2023. Truancy notification and SARB processes will continue to be in place. The district has added community liaison support, so this will help with family engagement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	<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> <p>Data Based on Student Survey from October 2022 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 student survey showed 74% of students who indicated it was "pretty much true" or "very much true" that there were adults at school we really care about them, 74% of students indicated that someone notices when they are not there, 76% of adults listen to when I have something to say, 68% indicted there is an adult there for me if I have a problem or concern, and 78% of students believe that there are adults at school who believe that they will be a success.</p> <p>The parent survey showed 82% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school, 93% indicated that teachers communicate with parents about what students are expected to learn, 89% of parents feel welcome to be involved in the school, 95% of parents indicated there is someone at school to talk to with a problem or concern, and 95% of parents indicated school staff take parent concerns seriously.</p>

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 with families continued, primarily via the Parent Square communication platform. The school and district worked to improve their websites. The district highlighted school events and student achievements on its Facebook page.	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	Information for families was distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff is available to assist parents and guardians if

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>communication, phone and email methods.</p> <p>Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.</p>		<p>they need help throughout the school year. None Specified None Specified 0</p>	<p>they need help throughout the school year. None Specified District Funded 0</p>
<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. 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>Parents were invited and involved through School Site Council, ELAC, and PTA meetings.</p>	<p>Effective communication tools to increase parent involvement. Provide childcare and translators for parent meetings. None Specified District Funded 0</p>	<p>Effective communication tools such as parent square and virtual meetings were utilized to increase parent involvement. 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>Provided additional office assistant time to collect data, make parent contact, and assist parents with communication. Expenditure listed in Goal #3 2000-2999: Classified Personnel Salaries Title I 0</p>
		<p>Child Care for Title 1/SSC/ELAC Meetings 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>ELAC and other parent meetings were held virtually. 2000-2999: Classified Personnel Salaries District Funded 0</p>
<p>Parent Education Events</p>	<p>The district did not offer parent education nights but did post on its website several Screencastify videos for parents that explained topics such as math acceleration and Outdoor School. The district also promoted several parent education offerings provided by Fighting Back Santa Maria Valley and the National Association on Mental Illness.</p>	<p>Funds for speaker and other expenses associated with the cost of parent education events. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1000</p>	<p>Due to COVID restrictions, parent education nights were not held. the district did promote some virtual parent education opportunities (see comment). 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>
		<p>Child Care for Parent Education Events 2000-2999: Classified</p>	<p>Child Care for Parent Education Events 2000-2999: Classified</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries District Funded 0	Personnel Salaries District Funded 0

Analysis

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

Aside from parent education nights, the action plan was implemented as planned. Overall, the school worked hard in 2021-2022 to re-establish a sense of community on campus, and the school year ended happily with a well attended Open House Night and other successful school activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers responded well to district professional development on social/emotional topics and worked hard to be attuned to challenges students and families were facing. The school prioritized being responsive to student and family needs, and both students and parents expressed appreciation for this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID restrictions, parent education nights were not held. the district did provide some virtual parent education opportunities.

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 expects a full resumption of school and district events in 2022-2023. Starting the school year with an in person Back to School Night and in-person parent-teacher conferences will set a personal tone. The district expects to implement SEE Learning (SEL curriculum) during the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	2022 Goal: Suspension rate for all students and for all sub groups will be 1.5% or less	Suspension Rate for all students was 1%. All subgroups, excluding Foster Youth had a suspension rate of 1.5% or lower.

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.	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.	School expectations and behavioral PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000 School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to student through classroom/school presentations. None Specified District Funded 0	School expectations were implemented in all classes and school-wide. PBIS/behavioral incentives were purchased. 4000-4999: Books And Supplies LCFF 263 School-wide behavioral expectations have been identified through the PBIS implementation process and those expectations are taught to students through classroom/school presentations. None Specified District Funded 0
Co-curricular 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,	Co-curricular and extracurricular activities were implemented, to increase teamwork and leadership skills to promote a positive school climate. These programs included Robotics, Battle of the Books, Makerspace activities, Author Go	Purchase of cocurricular and extracurricular materials 4000-4999: Books And Supplies LCFF - Supplemental 3500	Purchase of cocurricular and extracurricular materials 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Round, Student Council, Classroom Buddies, peer tutors, and school assemblies that promoted a positive school culture. Throughout these programs the Shaw Eagle SOAR program.		
Offer counseling services for individual students and small groups (School Counselors, District Psychologist).	Offer counseling services for individual students and small groups (School Counselors, District Psychologist).	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).	Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).	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.	Implementation of social and emotional curriculum, including lessons in digital citizenship.	Social and emotional learning None Specified District Funded 0	Social and emotional learning None Specified District Funded 0
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.	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.	Radios, walkie-talkies, bullhorn, and other communication devices/supplies 4000-4999: Books And Supplies District Funded 5500.00	Radios, walkie-talkies, bullhorn, and other communication devices/supplies 4000-4999: Books And Supplies District Funded 0

Analysis

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

Implementation of this action plan did not include full-fledged practice of PBIS and the launch of SEE Learning. All other actions were applied.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Additional counseling for elementary students was much needed, as the school needed to respond to the difficulty many students experienced in transitioning back to full-time in-person instruction, a full-length school day, and relating to peers on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many of the extra curricular activities did not occur during the 2021-22 school year due to COVID restrictions. We expect to be able to participate in these activities during the 2022-23 school year. (Robotics, Makerspace activities, Author Go Round, Classroom Buddies, peer tutors, and school assemblies)

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 next step for encouraging positive student behavior will be for the school to strengthen Tier 1 of PBIS by revisiting its matrix of behavioral expectations and possibly making changes to reflect current realities. The district expects to implement SEE Learning in 2022-2023.

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 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>Spring 2022 CAASPP state standards aligned test for 3rd-6th grade students and subgroups percentage of students mastering or exceeding mastery</p> <p>Spring 2022 Data All Students: 37% Hispanic: 28% Socioeconomically Disadvantaged: 25% English Learners: 5% Ever-EL: 16% Students with Disabilities: 7%</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the 2023 CAASPP state standards-aligned test will increase by 5% for all students and subgroups</p> <p>Spring 2023 Goal All Students: 42% Hispanic: 33% Socioeconomically Disadvantaged: 25% English Learners: 5% Ever-EL: 21% Students with Disabilities: 12%</p>
Results from Spring 2023 NWEA results for 1st-6th grade students.	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2022 NWEA Reading Assessment.</p> <p>Baseline: Grade 1: 53% Hi and HiAvg and Average Grade 2:</p>	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2023 NWEA Reading Assessment.</p> <p>Goal: Grade 1: 63% Hi and HiAvg and Average Grade 2:</p>

Metric/Indicator	Baseline	Expected Outcome
	41% Hi and HiAvg and Average Grade 3: 46% Hi and HiAvg and Average Grade 4: 58% Hi and HiAvg and Average Gade 5: 59% Hi and HiAvg and Average Grade 6 61% Hi and HiAvg and Average	51% Hi and HiAvg and Average Grade 3: 56% Hi and HiAvg and Average Grade 4: 68% Hi and HiAvg and Average Grade 5: 69% Hi and HiAvg and Average Grade 6 71% Hi and HiAvg and Average
Spring 2023 Acadience assessment for Kindergarten	The percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment will increase by 10% Baseline Spring 2020: 50% of students are scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.	By Spring 2023 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment will increase by 10% Goal for Spring 2023: 60% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.

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.

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.

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, 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
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary/Benefits

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 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, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time/District Funded
Amount	0
Source	District Funded
Budget Reference	None Specified
Description	PLC/Staff Meeting time will be used to debrief book study from the book What Great Teachers Do Differently

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: before/after school tutoring with one of our certificated teachers throughout the school year.

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), English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	24,752.00
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers
Amount	37,920.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers
Amount	2800.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	STAR/Accelerated Reading Program
Amount	200.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Programs

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 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2022 CAASPP state standards aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students: 26 % Hispanic: 23% Socioeconomically Disadvantaged: 22% Students with Disabilities: 0% English Learner: 7%	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. Goal for Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students: 31% Hispanic: 28% Socioeconomically Disadvantaged: 27% Students with Disabilities: 5% English Learner: 12%
Results from Spring 2023 NWEA results for 1st-6th grade students.	Spring 2022 Results of students who scored Hi, HiAvg. and Average	The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10%, as measured by Spring 2023 NWEA Math Assessment

Metric/Indicator	Baseline	Expected Outcome
	Results from Spring 2022 NWEA assessment: Grade 1 49% Hi, HiAvg. and Average Grade 2 32% Hi, HiAvg. and Average Grade 3 53% Hi, HiAvg. and Average Grade 4 46% Hi, HiAvg. and Average Grade 5 55% Hi, HiAvg. and Average Grade 6 47% Hi, HiAvg. and Average	Goal for Spring 2023: Grade 1 59% Hi, HiAvg. and Average Grade 2 42% Hi, HiAvg. and Average Grade 3 63% Hi, HiAvg. and Average Grade 4 56% Hi, HiAvg. and Average Grade 5 65% Hi, HiAvg. and Average Grade 6 57% Hi, HiAvg. and Average
Kindergarten achievement as reflected on standards based report card at the Spring 2023 (trimester 3) reporting period.	Spring 2022 Results: Counts from a given number within the known sequence: 86% Identifies 2 dimensional and 3 dimensional shapes: 86%	Increase percentage of students scoring proficient by 5%. Expected outcomes Spring 2023: Counts from a given number within the known sequence : 91% Identifies 2 dimensional and 3 dimensional shapes: 91%

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. Michele Douglass will also work with Shaw teachers specifically to continue to reinforce the learning from District wide professional development. Michele Douglass will work with specific grade levels on three different occasions during their PLC Specials time and will also lead vertical grade level planning on hinge math standards during staff meetings/Wednesday Staff Meetings. 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. District math consultant,

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.

The school will provide opportunities for math enrichment including a 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 2022-23 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, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded
Amount	12,500.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Use of Michelle Douglass, District Math Consultant, working specifically at Alice Shaw with Alice Shaw Teachers.
Amount	250.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for participation in Math Superbowl
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	District Professional Development opportunities for teachers to attend training
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District adopted curriculum, student assessments and teacher collaboration.

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, 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 Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly intervention teachers to provide small group intervention/Expenditure reported under Goal 1
Amount	0
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 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/Eureka Math to bolster students' skills in math and to differentiate for students based on their achievement levels 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/District 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

All Students including English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math programs for Math Intervention and Support/District Funded
Amount	0
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1
Amount	250.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	School-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement.

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 for Spring 2022 was 92%	Attendance rates for all students will be 96% or higher.
Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism for: All Students: 29.88% Socioeconomically Disadvantaged: 35.25% Homeless: 52.17% English Learner: 16%	Decrease Chronic Absenteeism for all students and each subgroup by the designated percentages for the 2022-2023 school year. All Students: Will decrease by 10% = 19.88% Socioeconomically Disadvantaged: Will decrease by 10% = 25.25% Homeless: Will decrease by 10% = 42.17% English Learner will decrease by 5% = 11% Will decrease by 5% = 9%

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, Parents, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	250.00
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).

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 in all sub groups

Timeline

Ongoing

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Targeted Assistance Program
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.
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Based Counselor works with families and students to improve student attendance.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison works with families to improve student attendance.

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

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
Parent Communication Survey Parent Square Communication System	98% of parents participate in Parent Square Data Based on Student/Parent Survey from October 2022 The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" on each listed category: 74% that there were adults at school we really care about them, 74% of students indicated that someone notices when they are not there, 76% of adults listen to when I have something to say, 68% indicated there is an adult there for me if I have a problem or concern, and 78% of students believe that there are adults at school who believe that they will be a success. The parent survey showed: 82% of parents indicated they agree or strongly agree school staff	Over 98% of parent will participate in Parent Square. The student survey will show the percentage of students who indicated it was "pretty much true" or "very much true" on each listed category: 85% that there were adults at school we really care about them, 80% of students indicated that someone notices when they are not there, 80% of adults listen to when I have something to say, 78% indicated there is an adult there for me if I have a problem or concern, and 85% of students believe that there are adults at school who believe that they will be a success. Parent survey results will positively increase to the indicated percentage: The parent survey will show: 88% of parents indicated they agree or strongly agree school staff

Metric/Indicator	Baseline	Expected Outcome
	<p>communicates with parents about what is happening in the school, 93% indicated that teachers communicate with parents about what students are expected to learn, 89% of parents feel welcome to be involved in the school, 95% of parents indicated there is someone at school to talk to with a problem or concern, 95% of parents indicated school staff take parent concerns seriously.</p>	<p>communicates with parents about what is happening in the school. 95% indicated that teachers communicate with parents about what students are expected to learn. 95% of parents feel welcome to be involved in the school. 97% of parents indicated there is someone at school to talk to with a problem or concern. 97% of parents indicated 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 onset of the 2022-2023 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, as the district will be implementing SEE Learning during the school year. (SEE Learning has been piloted during summer programs.)

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, parent square 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

Amount	0
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents.
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum for weekly lessons
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaisons will be available to provide interpretation for meetings.

Strategy/Activity 2

B. Involve Parents in Planning and Decision Making

Through involvement in Title 1 parent meetings, School Site Council, English Language Advisory Council and Parent Teacher Association meetings involve parents in planning and decision making. 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.

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

Amount	0
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Effective communication tools to increase parent involvement, including but not limited to Parent Square.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings.

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child Care for Title 1/SSC/ELAC Meetings

Strategy/Activity 3

C. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, 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 Parents

Timeline

Ongoing

Person(s) Responsible

Principal, Staff, Teachers, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Funds for speaker and other expenses associated with the cost of parent education events.

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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. Suspension Rate for all students was 1%. All subgroups, excluding Foster Youth had a suspension rate of 1.5% or lower.	2023 Goal. Suspension Rate for all students and for all sub groups will be 1.5% or less

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 2022-2023. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and Convocation, "The school will continue to utilize positive reinforcers (Eagle Pathways and SOAR Character Recognition) 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, the Friend Mediator Program, the library, Makerspace, and Eagle Ambassadors. 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, Eagle Ambassador and activities, Friend Mediator, Math Super Bowl team, and Yearbook Club. 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.

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	250.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
Amount	250.00
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	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: The district will implement SEE Learning as a social/emotional learning curriculum. 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 for students who have qualified for Special Education Services the district psychologist.

The District Behavior Specialist will also be used to consult with the classroom teacher and SST team for students at the Tier 2 and 3 level of PBIS.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administrator, Teachers, District Counselors, District Psychologist, District Behavior Specialist, PBIS Team members and SST Team members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling services (Tier 1 - Counseling with a school based PPS credentialed counselor)
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling Services (Tier 1 - Counseling with School Psychologist)
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Consultation and support from District Behavior Specialist (For general education and special education students displaying Tier 2 and Tier 3 level behaviors)
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum/District Funded

Strategy/Activity 3

C. 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, School Nurse

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Character and Health education
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Nurse and District Personnel Salary

Strategy/Activity 4

Ongoing 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	Digital Citizenship lessons

Strategy/Activity 5

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	250.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Radios, walkie-talkies, consistant use of PBIS major and minor forms, 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	84,672.00

Allocations by Funding Source

Funding Source	Amount	Balance
Other		
LCFF - Supplemental	54,920.00	0.00
Title I Part A: Targeted Assistance Program	29,752.00	0.00
Site Formula Funds		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	54,920.00
Title I Part A: Targeted Assistance Program	29,752.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,672.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	4,250.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00
None Specified	250.00

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
5000-5999: Services And Other Operating Expenditures	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	37,920.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,250.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,500.00
None Specified	LCFF - Supplemental	250.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	24,752.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Helena Avedikian	Principal
Jeff Hamilton	Classroom Teacher
Jody Coffey	Classroom Teacher
Christa MacDonald	Classroom Teacher
Rosemary Weddle	Other School Staff
Erin Canby	Parent or Community Member
Jennifer Takier	Parent or Community Member
Jamie Lear	Parent or Community Member
Audrey Rohwedder	Parent or Community Member
Gina Caudillo-Koekebakker	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 18, 2022.

Attested:



Principal, Helena Avedikian on October 18, 2022



SSC Chairperson, Jennifer Takier on October 18, 2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**



School Plan for Student Achievement (SPSA)

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.

School Name	Joe Nightingale Elementary School
Address	255 Winter Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045777
Principal	Kate McInerney
District Name	Orcutt Union School District
SPSA Revision Date	October 5, 2022

Schoolsite Council (SSC) Approval Date

October 21, 2022

Local Board Approval Date

November 9, 2022

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.

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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 2022-2023 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 2022-23, the school's overall ethnic make-up is as follows: 62.41% Hispanic, 0.55% American Indian/Alaskan Native, 0.28% Asian, 2.36% Filipino, 0.55% Black/African American, 0.28% Hawaiian/Pacific Islander, 24.41% White, 9.02% Two or More Races, and 0.14% unknown.

For the 2022-2023 school year, 722 students are enrolled including 11.63% classified as English Learners, 0.28% Foster Youth, 1.66% Homeless Youth, 10.94% in students with disabilities, and 40.86% socioeconomically disadvantaged.

English Learners: English Learners represent 11.63% 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 10.94 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.

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.

Educational Partner 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, 2022. 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 October 21, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.06%	1.1%	0.57%	8	8	4
African American	0.53%	0.4%	0.85%	4	3	6
Asian	0.53%	0.9%	1.00%	4	6	7
Filipino	2.13%	2.1%	2.28%	16	15	16
Hispanic/Latino	59.18%	61.7%	61.40%	445	437	431
Pacific Islander	0%	0.1%	0.14%	0	1	1
White	30.05%	25.7%	26.50%	226	182	186
Multiple/No Response	4.65%	4.4%	3.85%	35	31	27
Total Enrollment				752	708	702

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	157	137	145
Grade 1	99	93	93
Grade 2	105	93	87
Grade 3	95	99	101
Grade 4	102	100	98
Grade 5	98	89	92
Grade 6	96	97	86
Total Enrollment	752	708	702

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	89	80	87	11.8%	11.30%	12.4%
Fluent English Proficient (FEP)	35	39	36	4.7%	5.50%	5.1%
Reclassified Fluent English Proficient (RFEP)	23	12		19.3%	1.70%	

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	97	94	97	97	0	92	97	0	92	100	0.0	94.8
Grade 4	100	93	96	98	0	94	98	0	94	98	0.0	97.9
Grade 5	98	85	91	98	0	90	98	0	90	100	0.0	98.9
Grade 6	88	96	84	87	0	84	87	0	84	98.9	0.0	100.0
All Grades	383	368	368	380	0	360	380	0	360	99.2	0.0	97.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2424.		2436.	24.74		26.09	20.62		23.91	27.84		27.17	26.80		22.83
Grade 4	2503.		2493.	34.69		28.72	33.67		36.17	20.41		15.96	11.22		19.15
Grade 5	2518.		2522.	22.45		33.33	33.67		31.11	25.51		17.78	18.37		17.78
Grade 6	2549.		2526.	24.14		10.71	35.63		40.48	29.89		27.38	10.34		21.43
All Grades	N/A	N/A	N/A	26.58		25.00	30.79		32.78	25.79		21.94	16.84		20.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.68		19.57	45.36		71.74	31.96		8.70
Grade 4	30.61		23.40	59.18		67.02	10.20		9.57
Grade 5	21.43		23.33	54.08		63.33	24.49		13.33
Grade 6	25.29		16.67	48.28		58.33	26.44		25.00
All Grades	25.00		20.83	51.84		65.28	23.16		13.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.74		26.09	49.48		50.00	25.77		23.91
Grade 4	34.69		22.34	56.12		64.89	9.18		12.77
Grade 5	32.65		34.44	53.06		48.89	14.29		16.67
Grade 6	28.74		11.90	55.17		70.24	16.09		17.86
All Grades	30.26		23.89	53.42		58.33	16.32		17.78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.46		15.22	67.01		73.91	17.53		10.87
Grade 4	26.53		14.89	61.22		74.47	12.24		10.64
Grade 5	15.31		7.78	68.37		83.33	16.33		8.89
Grade 6	16.09		15.48	75.86		72.62	8.05		11.90
All Grades	18.42		13.33	67.89		76.11	13.68		10.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.80		21.74	45.36		67.39	27.84		10.87
Grade 4	31.63		25.53	53.06		63.83	15.31		10.64
Grade 5	29.59		27.78	54.08		55.56	16.33		16.67
Grade 6	29.89		20.24	57.47		63.10	12.64		16.67
All Grades	29.47		23.89	52.37		62.50	18.16		13.61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	97	94	97	97	0	94	97	0	94	100	0.0	96.9
Grade 4	100	93	96	98	0	94	98	0	94	98	0.0	97.9
Grade 5	98	85	91	98	0	91	98	0	91	100	0.0	100.0
Grade 6	88	96	84	87	0	84	87	0	84	98.9	0.0	100.0
All Grades	383	368	368	380	0	363	380	0	363	99.2	0.0	98.6

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2437.		2440.	16.49		25.53	31.96		30.85	30.93		20.21	20.62		23.40
Grade 4	2502.		2482.	25.51		24.47	36.73		18.09	26.53		42.55	11.22		14.89
Grade 5	2518.		2506.	24.49		21.98	24.49		24.18	28.57		28.57	22.45		25.27
Grade 6	2542.		2517.	22.99		14.29	27.59		19.05	27.59		36.90	21.84		29.76
All Grades	N/A	N/A	N/A	22.37		21.76	30.26		23.14	28.42		31.96	18.95		23.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.90		28.72	43.30		53.19	26.80		18.09
Grade 4	41.84		27.66	38.78		57.45	19.39		14.89
Grade 5	41.84		29.67	32.65		51.65	25.51		18.68
Grade 6	31.03		14.29	34.48		50.00	34.48		35.71
All Grades	36.32		25.34	37.37		53.17	26.32		21.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.77		27.66	44.33		46.81	29.90		25.53
Grade 4	27.55		15.96	52.04		56.38	20.41		27.66
Grade 5	16.33		16.48	56.12		60.44	27.55		23.08
Grade 6	22.99		9.52	48.28		61.90	28.74		28.57
All Grades	23.16		17.63	50.26		56.20	26.58		26.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.80		22.34	47.42		58.51	25.77		19.15
Grade 4	32.65		22.34	55.10		60.64	12.24		17.02
Grade 5	15.31		10.99	60.20		68.13	24.49		20.88
Grade 6	26.44		15.48	47.13		66.67	26.44		17.86
All Grades	25.26		17.91	52.63		63.36	22.11		18.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1382.5	1377.8		1395.5	1392.2		1352.0	1344.3		15	21	
1	*	*		*	*		*	*		10	10	
2	*	*		*	*		*	*		10	8	
3	1483.5	1490.8		1483.4	1503.6		1482.9	1477.4		17	12	
4	1529.6	*		1522.3	*		1536.4	*		18	8	
5	1532.2	*		1544.0	*		1519.8	*		13	10	
6	1558.4	*		1576.0	*		1540.3	*		12	5	
All Grades										95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.76		20.00	33.33		60.00	42.86		20.00	19.05		15	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	11.76	8.33		17.65	58.33		58.82	16.67		11.76	16.67		17	12	
4	44.44	*		33.33	*		5.56	*		16.67	*		18	*	
5	23.08	*		38.46	*		30.77	*		7.69	*		13	*	
6	75.00	*		16.67	*		0.00	*		8.33	*		12	*	
All Grades	24.21	13.51		33.68	44.59		29.47	25.68		12.63	16.22		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.76		26.67	52.38		46.67	23.81		26.67	19.05		15	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	17.65	50.00		52.94	25.00		17.65	16.67		11.76	8.33		17	12	
4	55.56	*		27.78	*		0.00	*		16.67	*		18	*	
5	38.46	*		53.85	*		7.69	*		0.00	*		13	*	
6	91.67	*		0.00	*		0.00	*		8.33	*		12	*	
All Grades	35.79	32.43		36.84	40.54		14.74	13.51		12.63	13.51		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00		13.33	23.81		53.33	47.62		33.33	28.57		15	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	5.88	0.00		17.65	8.33		52.94	75.00		23.53	16.67		17	12	
4	27.78	*		44.44	*		5.56	*		22.22	*		18	*	
5	0.00	*		23.08	*		53.85	*		23.08	*		13	*	
6	25.00	*		58.33	*		8.33	*		8.33	*		12	*	
All Grades	9.47	5.41		35.79	21.62		33.68	48.65		21.05	24.32		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.67	4.76		60.00	76.19		33.33	19.05		15	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	29.41	33.33		52.94	50.00		17.65	16.67		17	12	
4	50.00	*		44.44	*		5.56	*		18	*	
5	23.08	*		69.23	*		7.69	*		13	*	
6	50.00	*		41.67	*		8.33	*		12	*	
All Grades	37.89	29.73		50.53	55.41		11.58	14.86		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.67	9.52		60.00	61.90		33.33	28.57		15	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	23.53	58.33		58.82	33.33		17.65	8.33		17	12	
4	38.89	*		44.44	*		16.67	*		18	*	
5	69.23	*		30.77	*		0.00	*		13	*	
6	91.67	*		0.00	*		8.33	*		12	*	
All Grades	38.95	44.59		45.26	37.84		15.79	17.57		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00		73.33	66.67		26.67	33.33		15	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	5.88	0.00		52.94	58.33		41.18	41.67		17	12	
4	16.67	*		66.67	*		16.67	*		18	*	
5	15.38	*		46.15	*		38.46	*		13	*	
6	50.00	*		41.67	*		8.33	*		12	*	
All Grades	14.74	12.16		62.11	51.35		23.16	36.49		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.67	14.29		20.00	38.10		53.33	47.62		15	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	0.00	0.00		82.35	75.00		17.65	25.00		17	12	
4	38.89	*		44.44	*		16.67	*		18	*	
5	7.69	*		84.62	*		7.69	*		13	*	
6	33.33	*		58.33	*		8.33	*		12	*	
All Grades	18.95	9.46		61.05	59.46		20.00	31.08		95	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
708	43.8	11.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	11.3
Foster Youth	2	0.3
Homeless	4	0.6
Socioeconomically Disadvantaged	310	43.8
Students with Disabilities	96	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.4
American Indian or Alaska Native	8	1.1
Asian	6	0.8
Filipino	15	2.1
Hispanic	437	61.7
Two or More Races	31	4.4
Native Hawaiian or Pacific Islander	1	0.1
White	182	25.7

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  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

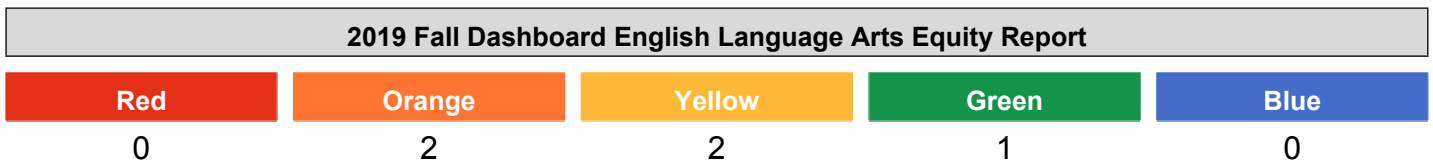
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 15 points above standard Maintained ++2.8 points 371	<p>English Learners</p> Orange 13.6 points below standard Declined Significantly -29.6 points 75	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Yellow 0.3 points below standard Maintained -1.6 points 189	<p>Students with Disabilities</p> Orange 69.7 points below standard Maintained -0.8 points 57

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:

1. 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.
2. 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

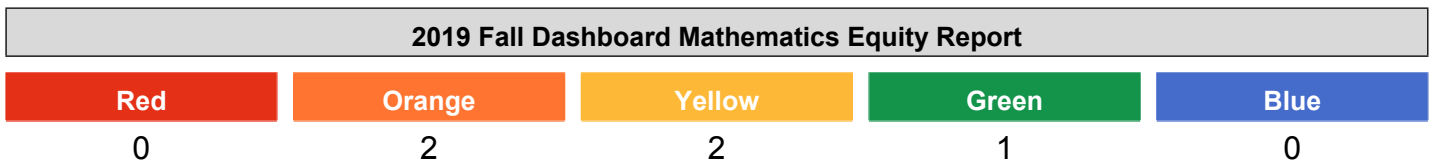
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.9 points above standard</p> <p>Maintained ++1.5 points</p> <p>369</p>	<p>English Learners</p> <p>Orange</p> <p>27.7 points below standard</p> <p>Declined Significantly -25.9 points</p> <p>75</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.2 points below standard</p> <p>Maintained -1 points</p> <p>189</p>	<p>Students with Disabilities</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

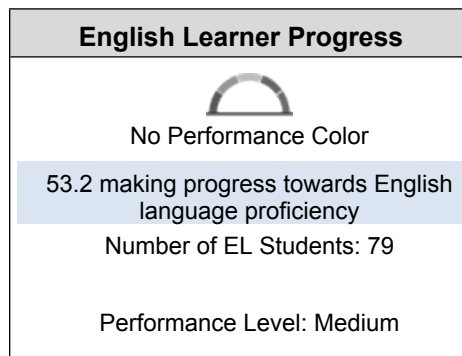
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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	4	0	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		
All Students	English Learners	Foster Youth
 Orange 12.1 Increased +1.8 778	 Orange 8.1 Increased +3.5 123	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 16.7 Increased +2.1 396	 Orange 16.1 Increased +2.1 118

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

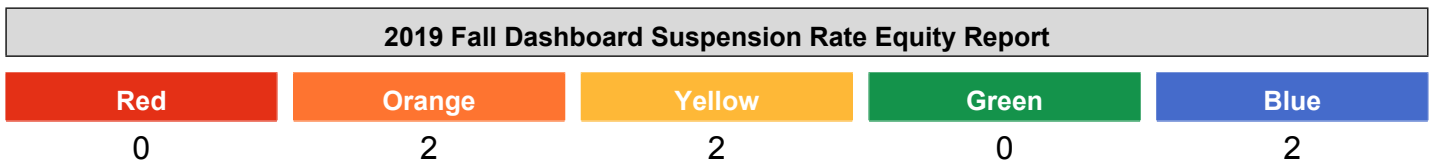
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8</p> <p>Increased +0.8</p> <p>789</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -2.3</p> <p>126</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.2</p> <p>Maintained -0.1</p> <p>403</p>	<p>Students with Disabilities</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	Pacific Islander	 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
	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: 2021-22

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2022 ESGI data.	Goal for Spring 2022 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".	Spring 2022 ESGI data: 92% of transitional kindergarten students met proficiency in "identifying lowercase letters" - Goal met
Grades K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data.	Goal for Spring 2022 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.	Spring 2022 Acadience assessment: 47% of Kindergarten students scored At or Above Benchmark as measured by Acadience Reading Composite Score - Goal not met.
Grades 1-6: Percentage of students scoring "Hi Avg" or "Hi" as measured by NWEA Reading Assessment.	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 48% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Reading Assessment. Spring 2022: 34% First Grade - goal not met 53% Second Grade - goal not met 41% Third Grade - goal not met 43% Fourth Grade- goal met 41% Fifth Grade - goal not met 38% Sixth Grade - goal not met

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 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	A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers continued 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	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1,000	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 902

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>continued to refine their 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) continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p>	<p>supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1669</p>
<p>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.</p>	<p>Full-day kindergarten was implemented and provided participating students additional instruction in prereading skills. Kindergarten teachers have adopted the Heggerty Phonemic Awareness Curriculum, which sets up students for future reading success. Full-day kindergarten classes were staffed with an instructional assistant to lower adult-student ratio during core E/LA Instructional time.</p>	<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</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. 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</p>	<p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students had access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities. The TOSA team provided support for identification of and training in effective,</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>TOSAs supported teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA specialized in the Wonders curriculum for grades K-5. One TOSA specialized in English Language Development (ELD) for English Learners.</p> <p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p> <p>The district provided additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.)</p>	<p>classroom. Utilized STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p> <p>The school established a focus area for initial classroom instruction (Tier 1) that contributed 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.)</p>		
<p>B. PLCs/Progress Monitoring</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, review 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</p>	<p>B. PLCs/Progress Monitoring</p> <p>Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discussed targeted instruction, unpacked essential standards, designed common formative assessments, reviewed PDSAs, and planned collaboratively for instruction.</p> <p>In English/language arts, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Metrics to help with</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>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.</p>	<p>this included 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.</p> <p>Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p> <p>The school utilized the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>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.</p> <p>Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight</p>	<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Additionally, hourly support teachers continued to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 46,728</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I 46,728</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 1,000</p>	<p>Hourly Intervention teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 39,037</p> <p>Hourly Intervention teachers 1000-1999: Certificated Personnel Salaries Title I 50,004</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 199</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.</p>	<p>Words) program. Intervention classes were offered (30-minute blocks, 4 days per week) for the area of reading. Identified students received targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs provided support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Before/after school tutoring was not provided.</p>		

Analysis

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

All of the actions stated here were implemented in 2021-2022 save before/after school tutoring. Teachers worked to implement an accelerated learning model in which, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Pacing underpins acceleration, and teachers have worked with each other and with the support of TOSAs on lesson pacing so grade level standards are fully covered and learned. Weekly PLC meetings and after school 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 well, although due to the shortfall of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. In addition to the interruption of SIPPS instruction due to teachers being pulled to substitute, student attendance in the program was negatively affected by COVID absences.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8) show that students generally are performing at levels very close to where they were prior to the pandemic in Spring 2019. Meanwhile, Spring 2022 NWEA testing showed that most students were not able to make satisfactory progress to meet proposed goals in English/language arts during the 2021-2022 school year.

Spring 2022 ESGI data: 78% of the transitional students tested met proficiency in "identifying lowercase letters" - Goal not met.

Spring 2022 Acadience assessment: 47% of Kindergarten students scored At or Above Benchmark as measured by Acadience Reading Composite Score - Goal not met.

The percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Reading Assessment. Spring 2022:

34% First Grade - goal not met

53% Second Grade - goal not met

41% Third Grade - goal not met

43% Fourth Grade- goal met
41% Fifth Grade - goal not met
38% Sixth Grade - goal not met

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to staffing shortages, substitutes were not utilized for Student Success Team meetings.

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 influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in English/language arts, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful. Another improvement for 2022-2023 will be to work as possible on keeping hourly support teachers in place so SIPPS intervention can maintain momentum.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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: 80% 5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 51%	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI Spring 2022 data: 85% - goal met 5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI Spring data: 94% - goal met
Grades 1-6: Percentage of students meeting or exceeding standard as reported by Spring 2022 NWEA data.	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	The percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Math Assessment. Spring 2022 scores: 30% First Grade - goal not met 46% Second Grade - goal not met 47% Third Grade - goal met 46% Fourth Grade - goal met 41% Fifth Grade - goal met 33% Sixth Grade - goal not met

Strategies/Activities for Goal 2

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 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	A. Initial Classroom Instruction (Tier 1) Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 No conferences attended 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</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. Games and activities recommended by Douglass were emphasized in Summer School offerings this past summer.</p>	<p>Expenditures Title I 1,763</p>	
<p>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.</p>	<p>Provided extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes were staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.</p>	<p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>	<p>Supplemental materials were not purchased 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 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.</p>	<p>All teachers working with Title I students were 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 specialized in math instruction for grades K-5 and one TOSA specialized in math instruction for grades 6-8.</p> <p>The TOSA team provided support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster</p>	<p>Math club and math bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Math Incentives 4000-4999: Books And Supplies LCFF - Supplemental 367</p>
		<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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. These opportunities will be provided by the TOSAs and through other professional growth opportunities.</p> <p>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.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>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.</p> <p>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</p>	<p>youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>The school developed a school-wide incentive program for mastery of math concepts and facts. Due to the continuation of COVID cases, the North County Math Super Bowl and Math Club were not able to take place.</p> <p>The school established a focus area for initial classroom instruction (Tier 1) that contributed 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.)</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.)</p>			
<p>B. PLC/Progress Monitoring</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.</p> <p>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.</p> <p>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</p>	<p>B. PLC/Progress Monitoring</p> <p>Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discussed targeted instruction, unpacked essential standards, designed common formative assessments, and planned collaboratively for instruction.</p> <p>Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p> <p>The school 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 focused on individual student</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Specials Teachers to provided time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>academic needs based on student data.</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), and end-of-unit textbook assessments.</p>	<p>academic needs based on student data.</p> <p>In math, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Metrics to help with this included common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>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.</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>The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.</p> <p>Increased education opportunities will be</p>	<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Zearn/Eureka Math emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I 500</p> <p>Before/After school computer access and tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,970</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program</p> <p>Increased education opportunities were not provided via before/after school tutoring. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>provided via before/after school tutoring with one of our certificated teachers throughout the school year.</p> <p>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.</p>	<p>The district math consultant and TOSAs provided support for identification of and training in effective, research-based interventions for struggling math students.</p> <p>Increased education opportunities were not provided via before/after school tutoring.</p> <p>The school purchased 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 enabled teachers to target instruction for struggling math 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 2021-2022 except for before/ after school tutoring. Throughout the school year, teachers worked hard to deliver quality math instruction on an accelerated pace whereby, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Teachers also worked to integrate counting activities, number talks, math games, and other strategies recommended by district math consultant Michele Douglass. Zearn/Eureka Math was relied on by many teachers as a vehicle for intervention or enrichment. Because it is an online curriculum, Zearn could be assigned as independent work for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASPP math testing show that students in grades 3-8 generally are performing at lower levels than they were before the pandemic in Spring 2019. This points to the need to continue to emphasize math instruction in 2022-2023. That said, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in math during the 2021-2022 school year. (Report on school results on NWEA.)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to pandemic and staffing shortages, professional conferences were not attended and the North County Math Super Bowl was not held.

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.

Math is not just a school, but a districtwide, focus area. Following are key elements we are working to have established in classrooms: (1) teachers following an acceleration model for instruction; (2) students utilizing manipulatives and digital manipulatives to build conceptual understanding; (3) students building number sense with mental math fostered by number talks, daily counting, mental math strategies, and fluency games; (4) students using mathematical tools, especially the Desmos online scientific calculator for grades 6-12; and (5) teachers assigning Zearn/Eureka Math to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023. As stated for Goal 1, the influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in mathematics, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students 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 92.21% for "All" students - Goal not met
Chronic Absenteeism Rate	<p>Decrease Chronic Absenteeism by 2% for "All" students and each subgroup</p> <p>Goals for 2021-2022 Chronic Absenteeism Rate: 3.80% All Students 2.05% English Learner 19.88% Low Income 0.00% Foster Youth</p>	<p>210 students had less than 90% attendance</p> <p>Chronic Absenteeism Rate Increased: From 5.80% to 29.25% for All Students - Goal not met From 4.05% to 32.50% for English Learners - Goal not met From 21.88% to 35.35% for Low Income Students - Goal not met From 0.00% to 25.00% for Foster Youth - Goal not met (58.33% for Homeless Students)</p>

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Implement a positive school attendance</p>	<p>A. School Culture and Communication with Students</p> <p>Continued communication with students and parents/guardians on the importance of school attendance.</p> <p>Continued to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Implemented a positive school attendance</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p>		
<p>B. School Programming and Communication with Families</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 office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).</p>	<p>B. School Programming and Communication with Families</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 office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>

Analysis

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

We were faithful to the action plan and worked hard to support positive attendance. But the protraction of COVID-19 well into the school year put a sizeable dent in school and district attendance rates. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Processes for truancy notification and referrals to SARB were generally effective in prompting families of students with low attendance rates to demonstrate improvement. Schools appreciated the County District Attorney's more assertive stance toward truancy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not implement incentive prizes for positive attendance as originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our school and school district will remain focused on attendance in 2022-2023. Truancy notification and SARB processes will continue to be in place. The district has added community liaison support, so this will help with family engagement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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>October 2020 Student and Parent Survey October 2021 Student and Parent Survey</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.</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... *school staff communicate with parents about what is happening at the school (87%) +5% *teachers communicate with parents about what students are expected to learn (85%) +10% *parents feel welcome to be involved in the school (72%) +0% *there is someone at school to talk to about a problem or concern (85%) +6% *school staff take parent concerns seriously (78%) +4%</p>	<p>Results from the October 2022 Parent and student survey:</p> <p>Student survey: There are adults at school who... *really care about them (81%) *notice when they are not there (71%) *listen to them when they have something to say (78%) *are there for them when they have a problem or concern (78%) *believe they will be a success (84%)</p> <p>Parent survey: At my child's school... *school staff communicate with parents about what is happening at the school (81%) *teachers communicate with parents about what students are expected to learn (87%) *parents feel welcome to be involved in the school (78%) *there is someone at school to talk to about a problem or concern (82%) *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>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.</p> <p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>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)</p>	<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>At the outset of the school year the school worked to provide students a warm welcome back to full-time in-person instruction. Special greetings were planned on the first day of school, and teachers worked to bond with each individual student. Parent-teacher conferences and Back to School Night needed to follow a virtual format in Fall 2021, but by the end of the school year events such as Open House Night were able to return to being in-person. The turnout at Open House Night was strong, and families were excited to be back on campus.</p> <p>Community liaisons worked throughout the year to keep families of English Learners connected to the school and their children's classrooms.</p> <p>The district did not adopt SEE Learning during the 2021-2022 school year. That said, the district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The</p>	<p>Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>school and teachers also planned one-off activities that focused on pertinent topics such as kindness and empathy.</p> <p>The district and school provided services such as childcare and alternate meeting location (including virtual options) when needed.</p>		
<p>B. 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 provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>B. 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 did not offer parent education nights but did post on its website several Screencastify videos for parents that explained topics such as math acceleration and Outdoor School. The district also promoted several parent education offerings provided by Fighting Back Santa Maria Valley and the National Association on Mental Illness.</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	<p>Funds 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.

Aside from SEE Learning and parent education nights, the action plan was implemented as planned. Overall, the school worked hard in 2021-2022 to re-establish a sense of community on campus, and the school year ended happily with a well attended Open House Night and other successful school activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers responded well to district professional development on social/emotional topics and worked hard to be attuned to challenges students and families were facing. The school prioritized being responsive to student and family needs, and both students and parents expressed appreciation for this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district expects a full resumption of school and district events in 2022-2023. Starting the school year with an inperson Back to School Night and in-person parent-teacher conferences will set a personal tone. The district expects to implement SEE Learning during the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	<p>Maintain/decrease current suspension/expulsion rates for all students and each subgroup.</p> <p>Decrease current suspension/expulsion rates for all students and each subgroup.</p>	<p>Goal not met.</p> <p>1.81% - 13 students with suspensions</p> <p>2.87% - Low Income</p> <p>0.0% - Homeless Students</p> <p>12.5% Foster Students</p> <p>5.0% English Learners</p>

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 and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>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.</p>	<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers focused on establishing relationships and rapport with students.</p> <p>The school worked to reconnect with its PBIS system and specifically its matrix of behavioral expectations for students. But because the transition back to full-time in-person instruction was challenging for many students, the focus in 2021-2022 needed to be on classroom, not schoolwide, behavior systems. In some cases students exhibited severe behaviors that required considerable attention and follow-up.</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 989</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>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.</p> <p>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.</p>	<p>Some co-curricular and extracurricular activities were able to resume, but most needed to stay on hiatus due to COVID-19 health restrictions. Battle of the Books was able to occur in the spring. The school emphasized activities that built community, teamwork, and leadership skills in students. These activities included Student Council/ASB, Friend Mediators, the library makerspace, and the Yearbook Club.</p>		
<p>B. Social/Emotional Learning and Support</p> <p>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)</p> <p>Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.</p>	<p>B. Social/Emotional Learning and Support</p> <p>As stated in Annual Review and Update for Goal 4, the district did not adopt SEE Learning during the 2021-2022 year. The district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The school and teachers also planned special school</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>
		<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>and classroom activities and events that focused on pertinent topics such as kindness and empathy.</p> <p>The district added counseling support at the elementary level. The district also implemented Securly, a system for monitoring students' online activity that immediately alerts school and district administrators when students engage in online activity (searches, email messages, and social media posts) that constitutes a threat, indicates depression or suicidal ideation, or delves into sexual or violent content. After receiving Securly alerts administrators and counselors are able to follow up with students.</p> <p>Teachers focused on maintaining a close rapport with their students. If needed, teachers referred students with any struggles to the school site counselor or district psychologist.</p>		

Analysis

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

Implementation of this action plan did not include full-fledged practice of PBIS and the launch of SEE Learning. All other actions were applied.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Additional counseling for elementary students was much needed, as the school needed to respond to the difficulty many students experienced in transitioning back to full-time in-person instruction, a full-length school day, and relating to peers on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to pandemic restrictions, school-wide assemblies were not planned for the 2021-22 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.

The next step for encouraging positive student behavior will be for the school to strengthen Tier 1 of PBIS by revisiting its matrix of behavioral expectations and possibly making changes to reflect current realities. The district expects to implement SEE Learning in 2022-2023.

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, COVID related absences for the 2021-2022 school year 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 2023 ESGI data.	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring ESGI data - of TK students were proficient in Spring 2022	Goal for Spring 2023 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".
Grades K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data.	Grade K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data: 47% Kindergarten At or Above Benchmark for Reading Composite Score.	Goal for Spring 2023 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.
Grades 1-2: Percentage of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2022 NWEA Reading Assessment. 34% First Grade 53% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 39% First Grade 58% Second Grade

Metric/Indicator	Baseline	Expected Outcome
<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2022 English Language Arts Assessment.</p> <p>50% Third Grade 65% Fourth Grade 64% Fifth Grade 52% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2022 English Language Arts Assessment. All: 58% By Subgroup SpEd: 27% English Learner: 32% Ever-EL: 52% Low SES: 47%</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment.</p> <p>Grade Level Goals: 55% Third Grade 70% Fourth Grade 69% Fifth Grade 57% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Goals: All: 63% By Subgroup SpEd: 32% English Learner: 37% Ever-EL: 57% Low SES: 52%</p>

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 2022-23 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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded
Amount	1,500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development Cost of workshops, conferences, consultants, substitutes
Amount	4,644
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials, technology, and STAR reading assessment
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time/District Funded
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers to cover 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

Amount	43,880
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries
Amount	21,940
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Amount	4,859
Source	Title I

Budget Reference	3000-3999: Employee Benefits
Description	Certificated Hourly Benefits
Amount	9,718
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Hourly 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, COVID related absences for the 2021-2022 school year 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 2023 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 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2023 NWEA data.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2022 NWEA Math Assessment. 30% First Grade 46% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023: 35% First Grade 51% Second Grade
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2022 CAASPP Mathematics Assessment. 57% Third Grade 42% Fourth Grade 46% Fifth Grade	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. 62% Third Grade 47% Fourth Grade 51% Fifth Grade

Metric/Indicator	Baseline	Expected Outcome
	33% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2022 Mathematics Assessment. All: 45% By Subgroup SpEd: 12% English Learner: 18% Ever-EL: 38% Low SES: 34%	38% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. All: 50% By Subgroup SpEd: 17% English Learner: 23% Ever-EL: 43% Low SES: 39%

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.

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 2022-23 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
Description	TOSA/District funded/Reported under E/LA Goal
Amount	2,500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development Cost of workshops, conferences, consultants, substitutes
Source	None Specified
Budget Reference	None Specified
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math Club and Math Super Bowl team supplies. Math incentives.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide time for PLC meetings/district funded
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math Programs for Math Intervention and Support/District Funded
Source	None Specified
Budget Reference	None Specified
Amount	2,274
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Online Math programs for Math Intervention and Support
Source	None Specified
Budget Reference	None Specified

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 2021-2022: 70.75%	Increase attendance rate to 96% for "All" students.
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2021-2022: 29.25% All Students 32.50% English Learners 35.35% Low Income Students 25.00% Foster Youth 58.33% Homeless Youth 46.15% Students with Disabilities	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup Chronic Absenteeism Rate Goals for 2021-2022: 24.25% All Students 27.50% English Learners 30.35% Low Income Students 20.00% Foster Youth 53.33% Homeless Youth 41.15% Students with Disabilities

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

Amount	1,000
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, Vice-Principal, Teachers, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Based Counselor works with families and students to improve student attendance.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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 2022 Student and Parent Survey October 2023 Student and Parent Survey	Results from the October 2022 Parent and student survey: Student survey: There are adults at school who... *really care about them (81%) *notice when they are not there (71%) *listen to them when they have something to say (78%) *are there for them when they have a problem or concern (78%) *believe they will be a success (84%) Parent survey: At my child's school... *school staff communicate with parents about what is happening at the school (81%) *teachers communicate with parents about what students are expected to learn (87%) *parents feel welcome to be involved in the school (78%) *there is someone at school to talk to about a problem or concern (82%)	Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on the following question on the student survey about caring relationships: Question: There are adults at school who... *notice when they are not there (71%) Goal for October 2023 (76%) Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on the following question on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff take parent concerns seriously (73%) Goal for October 2023 (78%)

Metric/Indicator	Baseline	Expected Outcome
	*school staff take parent concerns seriously (73%)	

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the start of the school year and throughout the 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. The district plans to pilot and likely adopt SEE Learning during the 2022-2023 school year.

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

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 site-based community liaison will provide added services to 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, Vice-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	2021-2022 0% Expulsion Rate 1.81% Suspension Rate - 13 students with suspensions 2.87% Low Income 5.00% English Learners 12.50% Foster Youth 0% Special Education 0% Homeless Students 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.

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 2022-2023. Staff will revisit the school's matrix of behavioral expectations and update it as needed. 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 Friend Mediator Program, 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, Friend Mediators, the North County 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

Amount	1,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	1,500
Source	LCFF - Supplemental
Budget Reference	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. The district plans to pilot and likely adopt SEE Learning as an SEL curriculum during the 2022-2023 school year. 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

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	99,815.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	35,073	0.00
LCFF - Supplemental	64,742	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	64,742.00
Title I	35,073.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,820.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	14,577.00
4000-4999: Books And Supplies	14,418.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
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	44,880.00
3000-3999: Employee Benefits	LCFF - Supplemental	9,718.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,144.00
1000-1999: Certificated Personnel Salaries	Title I	21,940.00
3000-3999: Employee Benefits	Title I	4,859.00
4000-4999: Books And Supplies	Title I	4,274.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00

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
Kate McInerney	Principal
Shannon Lopez	Classroom Teacher
Lisa Cooper	Classroom Teacher
Lynn Ramos	Classroom Teacher
Mary Cortez	Other School Staff
Ruth Narez	Parent or Community Member
Marie Brown	Parent or Community Member
Katherine Morales	Parent or Community Member
Steve Mahr	Parent or Community Member
Christine Rankin	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 10/21/2022.

Attested:

Principal, Kate McInerney on 10/21/2022

SSC Chairperson, Steve Mahr on 10/21/2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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 Plan for Student Achievement (SPSA)

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.

School Name	Lakeview Junior High School
Address	3700 Orcutt Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045751
Principal	Kelly Osborne
District Name	Orcutt Union School District
SPSA Revision Date	November 9, 2022

Schoolsite Council (SSC) Approval Date

November 3, 2022

Local Board Approval Date

November 9, 2022

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.

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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 2022-2023, the school's overall ethnic make-up is as follows: 46.35% Hispanic, 0.21% American Indian/Alaskan Native, .84% Asian, 0.63% Filipino, 1.04% Black/African American, 40.08% White, and 10.86% Two or More Races.

For the 2022-2023 school year, 446 students are enrolled including 10.31% classified as English Language Learners, 11.21% in students with disabilities, and 42.38% 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 platform.

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.

Educational Partner 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 22, 2022 (Lakeview School Leadership Team)

Friday, October 28, 2022 (Lakeview Staff)

Wednesday, November 3, 2022 (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 3, 2022, 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 3, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.6%	0.8%	0.64%	3	4	3
African American	0.6%	0.4%	0.85%	3	2	4
Asian	1.81%	2.0%	1.07%	9	10	5
Filipino	1.21%	0.6%	0.64%	6	3	3
Hispanic/Latino	58.27%	57.7%	62.47%	289	284	293
Pacific Islander	0.4%	0.2%	0.43%	2	1	2
White	30.24%	30.5%	26.01%	150	150	122
Multiple/No Response	6.05%	6.1%	7.25%	30	30	34
Total Enrollment				496	492	469

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	223	261	224
Grade 8	273	231	245
Total Enrollment	496	492	469

Conclusions based on this data:

1. Total student enrollment declined from 2019-2020 to 2021-2022 by approximately 30 students.
2. Hispanic/Latino subgroup enrollments have increased.
3. Enrollment in the White subgroup has remained relatively stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	52	49	42	10.5%	10.00%	9.0%
Fluent English Proficient (FEP)	62	69	77	12.5%	14.00%	16.4%
Reclassified Fluent English Proficient (RFEP)	7	11		10.9%	2.20%	

Conclusions based on this data:

1. The number and percentage of English Learners continues to increase at a slow rate.
2. The number and percentage of FEP students continue to rise.
3. The number and percentage of RFEP students has fluctuated over the three year span.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	265	260	226	260	0	223	260	0	222	98.1	0.0	98.7
Grade 8	267	236	242	264	0	241	264	0	241	98.9	0.0	99.6
All Grades	532	496	468	524	0	464	524	0	463	98.5	0.0	99.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2557.		2556.	16.15		11.26	40.00		40.09	24.62		30.63	19.23		18.02
Grade 8	2554.		2561.	9.09		10.37	39.02		41.08	28.03		32.37	23.86		16.18
All Grades	N/A	N/A	N/A	12.60		10.80	39.50		40.60	26.34		31.53	21.56		17.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	24.23		12.61	49.62		71.17	26.15		16.22
Grade 8	22.52		15.35	44.27		62.24	33.21		22.41
All Grades	23.37		14.04	46.93		66.52	29.69		19.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	31.15		25.68	50.77		56.76	18.08		17.57
Grade 8	16.73		11.62	62.36		68.88	20.91		19.50
All Grades	23.90		18.36	56.60		63.07	19.50		18.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	13.46		13.06	67.69		73.87	18.85		13.06
Grade 8	11.41		13.28	74.52		75.10	14.07		11.62
All Grades	12.43		13.17	71.13		74.51	16.44		12.31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	25.00		18.02	55.77		67.57	19.23		14.41
Grade 8	20.23		18.67	53.44		68.46	26.34		12.86
All Grades	22.61		18.36	54.60		68.03	22.80		13.61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	265	260	227	261	0	223	261	0	223	98.5	0.0	98.2
Grade 8	267	236	243	263	0	242	263	0	242	98.5	0.0	99.6
All Grades	532	496	470	524	0	465	524	0	465	98.5	0.0	98.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2532.		2515.	15.71		10.76	21.46		19.73	34.10		30.94	28.74		38.57
Grade 8	2555.		2524.	19.39		9.50	22.43		15.29	27.76		31.40	30.42		43.80
All Grades	N/A	N/A	N/A	17.56		10.11	21.95		17.42	30.92		31.18	29.58		41.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	24.52		14.35	33.33		47.53	42.15		38.12
Grade 8	26.62		7.85	36.12		54.96	37.26		37.19
All Grades	25.57		10.97	34.73		51.40	39.69		37.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	18.39		9.87	47.13		60.99	34.48		29.15
Grade 8	20.53		9.09	49.43		61.98	30.04		28.93
All Grades	19.47		9.46	48.28		61.51	32.25		29.03

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	18.39		10.31	58.62		69.06	22.99		20.63
Grade 8	22.43		9.50	53.23		66.12	24.33		24.38
All Grades	20.42		9.89	55.92		67.53	23.66		22.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	1564.5	1552.6		1569.5	1550.5		1559.1	1554.2		30	20	
8	1563.7	1590.0		1553.5	1592.6		1573.4	1586.8		33	16	
All Grades										63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	43.33	25.00		23.33	55.00		26.67	15.00		6.67	5.00		30	20	
8	27.27	56.25		42.42	31.25		21.21	6.25		9.09	6.25		33	16	
All Grades	34.92	38.89		33.33	44.44		23.81	11.11		7.94	5.56		63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	53.33	30.00		26.67	60.00		10.00	5.00		10.00	5.00		30	20	
8	45.45	56.25		36.36	31.25		12.12	12.50		6.06	0.00		33	16	
All Grades	49.21	41.67		31.75	47.22		11.11	8.33		7.94	2.78		63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	13.33	10.00		43.33	35.00		33.33	45.00		10.00	10.00		30	20	
8	27.27	25.00		27.27	50.00		33.33	18.75		12.12	6.25		33	16	
All Grades	20.63	16.67		34.92	41.67		33.33	33.33		11.11	8.33		63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
7	16.67	35.00		70.00	60.00		13.33	5.00		30	20		
8	24.24	31.25		60.61	62.50		15.15	6.25		33	16		
All Grades	20.63	33.33		65.08	61.11		14.29	5.56		63	36		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
7	73.33	70.00		23.33	25.00		3.33	5.00		30	20		
8	60.61	81.25		24.24	18.75		15.15	0.00		33	16		
All Grades	66.67	75.00		23.81	22.22		9.52	2.78		63	36		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	16.67	20.00		50.00	55.00		33.33	25.00		30	20	
8	30.30	43.75		36.36	50.00		33.33	6.25		33	16	
All Grades	23.81	30.56		42.86	52.78		33.33	16.67		63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	10.00	10.00		86.67	85.00		3.33	5.00		30	20	
8	3.03	12.50		93.94	81.25		3.03	6.25		33	16	
All Grades	6.35	11.11		90.48	83.33		3.17	5.56		63	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
492	40.7	10.0	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	49	10.0
Foster Youth		
Homeless	5	1.0
Socioeconomically Disadvantaged	200	40.7
Students with Disabilities	51	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native	4	0.8
Asian	10	2.0
Filipino	3	0.6
Hispanic	284	57.7
Two or More Races	30	6.1
Native Hawaiian or Pacific Islander	1	0.2
White	150	30.5

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  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

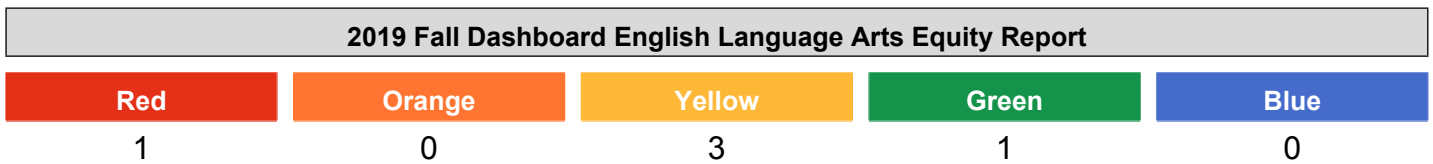
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2 points below standard</p> <p>Increased ++4.6 points</p> <p>506</p>	<p>English Learners</p> <p>Yellow</p> <p>16.3 points below standard</p> <p>Increased Significantly ++25.2 points</p> <p>95</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19.3 points below standard</p> <p>Increased ++4.6 points</p> <p>263</p>	<p>Students with Disabilities</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 ++22.2 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

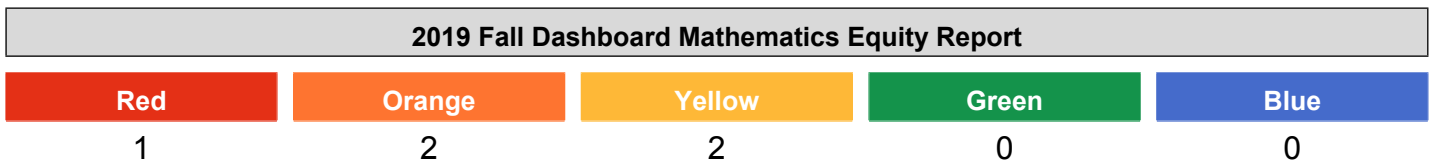
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 30.2 points below standard Declined -5.7 points 506	<p>English Learners</p> Yellow 40.6 points below standard Increased Significantly +17.6 points 96	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Orange 50.4 points below standard Declined -4.6 points 264	<p>Students with Disabilities</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

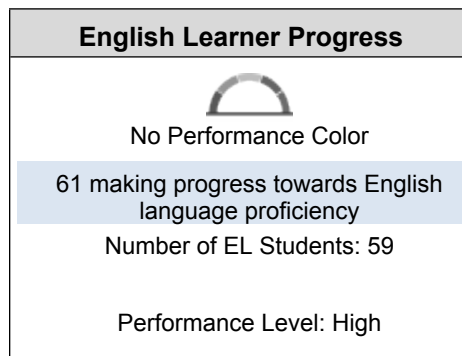
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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>All Students</p> Red 13.8 Increased Significantly +4.6 565	<p>English Learners</p> Orange 12.3 Increased +5.3 73	<p>Foster Youth</p> No Performance Color 35.7 14
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Red 17.5 Increased Significantly +5.2 308	<p>Students with Disabilities</p> Red 21.1 Increased +5.5 57

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

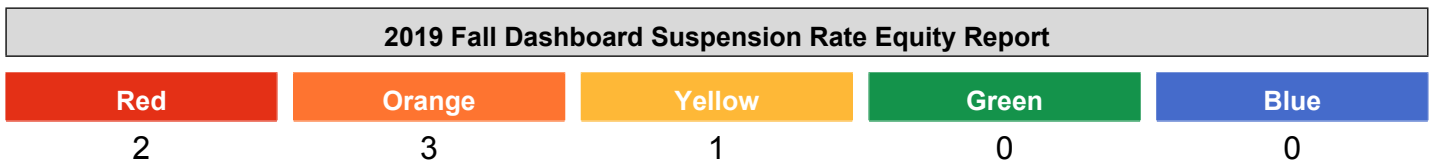
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.4</p> <p>Increased +1.4</p> <p>574</p>	<p>English Learners</p> <p>Yellow</p> <p>10.8</p> <p>Declined -5.9</p> <p>74</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>40</p> <p>15</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>11.6</p> <p>Increased +2</p> <p>310</p>	<p>Students with Disabilities</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).

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
CAASPP – ELA % Students met/ exceeded standard	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.	<p>The CAASPP test was not administered in 2020; however, here is the data for 2021-2022 in ELA:</p> <p>Overall achievement: 51.4% met or exceeded in ELA</p> <p>Subgroups:</p> <ul style="list-style-type: none">• Socioeconomically disadvantaged, 42.48% met or exceeded• English Learners, 16.67%• Students with disabilities, 12.50%• Foster youth, not a statistically significant subgroup• Homeless youth, not a statistically significant subgroup <p>Grade level data:</p> <p>7th Grade: 18% Not Met Standard 30% Nearly Met Standard 39% Met Standard 11% Exceeded Standard</p> <p>8th Grade: 16% Not Met Standard 32% Nearly Met Standard 41% Met Standard 10% Exceeded Standard</p> <p>Lakeview will continue with the previous goal of increasing student achievement by 5 percentage points in ELA as measured by the CAASPP and reported on the CA Dashboard.</p>

Strategies/Activities for Goal 1

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"> • 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. <p>PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.</p>	<p>Teachers continued their use of district-adopted text book programs in English/Language Arts. TOSAs focused on supporting teachers with utilization of essential components of adopted texts and pacing. Teachers continue to meet in weekly PLC meetings every Wednesday to analyze student achievement data and rearrange interventions as needed.</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 Time None Specified District Funded 0</p>
<p>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</p>	<p>Due to the pandemic and staffing shortages, teachers were unable to attend in person conferences or professional developments.</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,000</p>	<p>Teachers attended the CCSS conference 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1157</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.			
Implement a four-days-weekly intervention period targeting reading intervention for students performing below grade level.	Implementation of a 4 day/week, 30 minute block of time for intervention and enrichment for students.	Certificated Hourly Teachers providing targeted reading interventions 4-days a week. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 15,650.94	Five Certificated Hourly Teachers provided targeted reading interventions 4-days a week. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 15,477
		NewsELA software licenses and training 4000-4999: Books And Supplies Site Formula Funds 1,000	NewsELA software licenses 4000-4999: Books And Supplies Site Formula Funds 1000.00
		Supplemental materials and technology 4000-4999: Books And Supplies Site Formula Funds 1,000	Supplemental materials and technology 4000-4999: Books And Supplies Site Formula Funds 1,000
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.	This continues to be an area of focus for Lakeview Junior High School.	Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 2,000	Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 1,149
		Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 500	Teachers attended the CCSS conference 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 500
Increased educational opportunities will be provided: The Homework Club will provide after school homework help	Homework Club was provided for students 3 days per week and staffed by a credentialed teacher.	Homework Club was be overseen by a credentialed teacher. 1000-1999: Certificated Personnel Salaries	Homework Club was overseen by a credentialed teacher. 1000-1999: Certificated Personnel Salaries

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and computer access. It will be staffed by a credentialed teacher.		LCFF - Supplemental 4,200	LCFF - Supplemental 4000
<p>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.</p> <p>Additional support staff will be made available for these classes.</p>	An intervention/enrichment block was implemented 4 days per week for 30 minutes within the school day to address the needed of students identified for reading intervention.	Increase number of classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0	An intervention/enrichment block was implemented 4 days per week for 30 minutes 1000-1999: Certificated Personnel Salaries District Funded 0

Analysis

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

The Lakeview Junior High School staff implemented a 30 minute intervention/enrichment block 4 days per week within the school day. Several hourly teachers were employed by the district to provide targeted intervention in Reading and Math, while the teaching staff offered enrichments for students who didn't require intervention.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of the Spring 2022 CAASPP English/Language Arts testing show that students generally are performing at lower levels than where they were prior to the pandemic in Spring 2019. NWEA data also indicated a decrease in student achievement as compared with 2019 scores prior to the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the pandemic and staffing shortages, teachers were unable to attend as many in-person conferences or professional development opportunities as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community Work. PLCs are the primary venue for progress monitoring in ELA, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic interventions, and academic enrichment. Another improvement for 2022-2023 school year is having certificated teachers teaching the Reading interventions rather than the hourly employees.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
<p>Suspension/Expulsion Rate</p>	<p>Decrease/Maintain suspension/expulsion rates for all students and subgroups by 2%.</p>	<p>Due to the pandemic, students were blended between distance learning and in person learning. Three students were suspended in 2021 equaling .21% of the student body. By Spring of 2022, 17 students were suspended equaling 3.5% of the student body. Lakeview will continue to maintain a goal of decreasing suspension/expulsion rates for all students and subgroups by 2%</p>

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</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</p>	<p>Students attended assemblies, pep rallies, student recognition programs, as well as completed Dream, Believe, Act, Achieve lessons on minimum days.</p>	<p>Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 500</p>	<p>Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.</p>			
<p>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.</p>	<p>This continues to be an area of growth for Lakeview Junior High.</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 636</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 200</p>
<p>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.</p>	<p>After school detention was hosted by a credentialed teachers 3 days per week. Students completed reflection worksheets as well as any homework they had been assigned.</p>	<p>Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,800</p>	<p>Detention supervised after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500</p>
<p>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.</p>	<p>Due to the pandemic, no conferences were attended.</p>	<p>Conference focused on working with at-risk youth 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,500</p> <p>Release time for teachers to attend conference 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,500</p>	<p>No conferences were attended. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p> <p>No conferences were attended. 1000-1999: Certificated Personnel Salaries Site Formula Funds 0</p>

Analysis

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

Lakeview has a wellness center students can access during unstructured times like nutrition break and lunch. Our school counselor also maintains an office in the Wellness Center. Our school library is also open for student use every day at lunch time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student behaviors have been significant since the return to in-person instruction. Many students experienced difficulty in transitioning back to full-time in-person instruction, a full-length school day, and relating to peers on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Significant differences between estimated and actual expenses stem from the pandemic and funds not being spent on conferences and other professional development opportunities.

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.

Lakeview has a focus of implementing a dedicated, structured PBIS program with fidelity. The behavior matrix will be updated as well as adding proper signage to reflect our goals and expectations.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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.

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 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California School Dashboard.	<p>The CAASPP test was not administered in 2020; however here is the data for 2021-2022 in math.</p> <p>Overall achievement: 27.53% met or exceeded in math</p> <p>Subgroups:</p> <ul style="list-style-type: none">• Socioeconomically disadvantaged, 18.28% met or exceeded• English Learners, 5.41%• Students with disabilities, 2.50%• Foster youth, not a statistically significant subgroup• Homeless youth, not a statistically significant subgroup <p>Grade level data:</p> <p>7th Grade: 38% Not Met Standard 30% Nearly Met Standard 19% Met Standard 10% Exceeded Standard</p> <p>8th Grade: 43% Not Met Standard 31% Nearly Met Standard 15% Met Standard 9% Exceeded Standard</p> <p>Lakeview will continue with the previous goal of increasing student achievement by 5 percentage points in Math as measured by the CAASPP and reported on the CA Dashboard.</p>

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"> • 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. <p>PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.</p>	<p>Teachers continued their use of district-adopted text book programs in Math. TOSAs focused on supporting teachers with utilization of essential components of adopted texts and pacing.</p> <p>Teachers continue to meet in weekly PLC meetings every Wednesday to analyze student achievement data and rearrange interventions as needed.</p>	<p>This will occur during weekly late start PLC time as well as the staff development days. None Specified District Funded 0</p>	<p>Teachers had a minimum of one hour per week for PLC time on Late Start Wednesdays. None Specified District Funded 0</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</p>	<p>Due to the pandemic, teachers were unable to attend in person conferences or off-site professional development.</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>Materials to support concepts learned</p>	<p>CUE conference attended by team of teachers 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4456</p> <p>Materials to support concepts learned</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.		through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 3,000	through professional development, workshops 4000-4999: Books And Supplies LCFF - Supplemental 400
Increased educational opportunities will be provided: Before/afterschool math tutoring with one of our certificated teachers throughout the school year.	Homework club was offered 3 days/week after school for students to get extra help.	Before/Afterschool Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000	Before/Afterschool Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3113
		Teacher to provide computer lab time before/after school 1000-1999: Certificated Personnel Salaries Site Formula Funds 5098	Before/Afterschool Intervention Classes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0
Continue implementation of IXL online program for math intervention	IXL licenses were provided for hourly teachers who were teaching math intervention.	Software Licenses to aid intervention 4000-4999: Books And Supplies LCFF - Supplemental 6,300	Supplies for intervention 4000-4999: Books And Supplies LCFF - Supplemental 400

Analysis

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

The Lakeview Junior High School staff implemented a 30 minute intervention/enrichment block 4 days per week within the school day. Several hourly teachers were employed by the district to provide targeted intervention in Reading and Math, while the teaching staff offered enrichments for students who didn't require intervention.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of the Spring 2022 CAASPP Math testing show that students generally are performing at lower levels than where they were prior to the pandemic in Spring 2019. NWEA data also indicated a decrease in student achievement as compared with 2019 scores prior to the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Significant differences between estimated and actual expenses stem from the pandemic and funds not being spent on conferences and other professional development opportunities.

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 influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community Work. PLCs are the primary venue for progress monitoring in Math, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic interventions, and academic enrichment. Another improvement for 2022-2023 school year is having certificated teachers teaching the Math interventions rather than the hourly employees.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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</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 the parent survey 61.76% of the parents who took the survey either agreed or strongly agreed that parents/guardians experience caring relationships with school staff all or most of the time.</p>

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>The Lakeview counselor provided social emotional wellness lessons in a variety of classes. The Wellness Center was open daily during unstructured times such as break and lunch time. Students could also access the Wellness Center as needed throughout the day. Teachers also taught Dream, Believe, Act, Achieve lessons school-wide on minimum days.</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</p>	<p>Regular communication was sent out to parents/guardians via Parent Square, email, and other online platforms.</p> <p>The school district is currently at a 1:1 student-to-device ratio with Chromebooks for all secondary students.</p>	<p>District provided parent education nights None Specified District Funded 0</p>	<p>District parent education nights provided virtually None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.</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>All parents and guardians have completed data verification prior to and/or at the very beginning of the school year.</p>	<p>Trojan Trek is a pre-school orientation day. None Specified District Funded 0</p>	<p>Trojan Trek was held prior to school starting. None Specified District Funded 0</p>

Analysis

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

Aside from SEE Learning and parent education nights, the action plan was implemented as planned. Overall, the school worked hard in 2021-2022 to re-establish a sense of community on campus, and the school year ended happily with a well attended Open House Night and other successful school activities. The eighth-grade graduation was well attended.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers responded well to district professional development on social/emotional topics and worked hard to be attuned to challenges students and families were facing. The school prioritized being responsive to student and family needs, and both students and parents expressed appreciation for this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district expects a full resumption of school and district events in 2022-2023. Starting the school year with an in-person Back to School Night and in-person parent-teacher conferences will set a personal tone. The district expects to implement SEE Learning during the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 the 2021-22 school year was 91.60%
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.	Chronic Absenteeism was 27% for all students the school year. Subgroup data is as follows: English Learners: 30.56% Homeless Youth: 50% Foster Youth: 71.43% Low Income: 39.18% Students with Disabilities: 34.78%

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.	School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to students and parents throughout the 2021-2022 school year. That said, student attendance was greatly hampered by something out of the school's control: the continuation of COVID-19, several flare-ups of cases, and quarantining requirements which had many students out of school for more than a week at a time. As possible, teachers and office staff worked hard to recoup attendance credit by having students do	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 394	Provided certificates, lunch celebration, and other no-cost activities at lunch 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	short-term independent study assignments.		
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).	<p>Truancy and School Attendance Review Board (SARB) processes returned to a more normal routine in 2021-2022, as the County District Attorney's Office and SARB were willing to hold accountable the families of students with significant attendance issues.</p> <p>Letters for excessive absenteeism (>10% excused absences) were not as pertinent in light of that many extended absences associated with COVID-19 cases.</p>	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	The counselor was available throughout the day to students and saw many. The campus wellness center was open to students all day, including during break and lunch.	Counselor for Lakeview None Specified District Funded 0	Counselor for Lakeview None Specified District Funded 0
Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.	Campus beautification took place on an intermittent basis.	<p>Provide lunchtime campus cleanup activities for students who are tardy None Specified None Specified 0</p> <p>Admin/Community Liaison contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Provided lunchtime campus cleanup activities for students who are tardy None Specified None Specified 0</p> <p>Admin/Community Liaison contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Analysis

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

We were faithful to the action plan and worked hard to support positive attendance. But the protraction of COVID-19 well into the school year put a sizeable dent in school and district attendance rates. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Processes for truancy notification and referrals to SARB were generally effective in prompting families of students with low attendance rates to demonstrate improvement. Schools appreciated the County District Attorney's more assertive stance toward truancy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No cost attendance incentives were provided (front of line pass, lunch time activities)

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.

Our school and school district will remain focused on attendance in 2022-2023. Truancy notification and SARB processes will continue to be in place. The district has added community liaison support, so this will help with family engagement.

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 2022 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 51% Low SES - 43% EL - 17% SWD- 13% White - 51% Hispanic - 45%	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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	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

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and workshops.

Strategy/Activity 3

Continue a four-days-per-week 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

Amount	5000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Software for ELA intervention and support including Newsela software licenses and training
Amount	2347
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Reading/ELA Intervention 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

Amount	4,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials, novels, supplies, and technology that support increased literacy
Amount	4,000
Source	LCFF - Supplemental

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	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

Amount	2,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club will be overseen by a credentialed teacher after school, 3 days per week.

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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

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 2021-2022: 8.6% Suspension Rate 16.67% - English Learners 18.75% Homeless 14.29% Foster Youth 9.69% 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	1,000
Source	LCFF - Supplemental
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 2022-2023. 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	1,642
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and instructional materials for PBIS implementation

Strategy/Activity 3

After school 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

Amount	2,800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Amount	3,500
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference focused on working with at-risk youth
Amount	1,500
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 2022 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 27% Low SES - 18% EL - 5% SWD - 3% White - 33% Hispanic - 24%	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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	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

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	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: After school math tutoring with one of our certificated teachers during Homework Club 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**Amount**

2,200

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Homework Club will be overseen by a credentialed teacher after school, 3 days per week.

Strategy/Activity 4

Continue implementation of Zearn online program for math intervention during the school day.

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**

4,000

Source

Title I Part A: Targeted Assistance Program

Budget Reference

4000-4999: Books And Supplies

Description

Software Licenses and technology to aid math instruction and 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 2022 - 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 (70%), 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 (69%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in</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**

class (75%), parents feel welcomed to be involved in the school (61%), there's someone at the school parents can talk to if they have a problem or concern (58%), and school staff will take parent concerns seriously (58%).

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 2022-2023 school year. Regular lessons in social/emotional learning will be planned by our school counselor.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff, Counselor

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 maintain the 1:1 technology device ratio to all students for use throughout the school year.

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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	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 2022

Person(s) Responsible

Admin/Staff/PTSA/District

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	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	2021-2022: 91.6%	Increase attendance rate to 96% for "All" students
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 32.08% 32.08% "All" Students 30.56% English Learner 40.31% Low Income 50% Homeless 33.33% Foster	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

Amount

750

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

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

Amount

0

Source

District Funded

Budget Reference

None Specified

Description

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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	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

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide lunchtime campus cleanup activities for students who are tardy
Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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	53,239.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	11,347.00	0.00
LCFF - Supplemental	41,892.00	0.00
Site Formula Funds	0	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	41,892.00
None Specified	0.00
Title I Part A: Targeted Assistance Program	11,347.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
4000-4999: Books And Supplies	23,739.00
5000-5999: Services And Other Operating Expenditures	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
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
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	17,392.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	1,500.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	6,347.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	3,500.00

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
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Kelly Osborne	Principal
Karen Ebner	Classroom Teacher
Lauren Flatley	Classroom Teacher
Scott Alvarez	Other School Staff
Isabel Garza	Parent or Community Member
Tiffany McCoy	Parent or Community Member
Whitney Clevenger	Secondary Student
Sophia Meza	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, 2022.

Attested:

Principal, Kelly Osborne on 11/3/2022
SSC Chairperson, Lauren Flatley on 11/3/2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

School Plan for Student Achievement (SPSA)

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.

School Name	Olga L. Reed School
Address	480 Centennial Street, P.O. Box 318 Los Alamos, CA 93440
County-District-School (CDS) Code	42-69237-6045702
Principal	Jared Banks
District Name	Orcutt Union School District
SPSA Revision Date	November 9, 2022
Schoolsite Council (SSC) Approval Date	October 20, 2022
Local Board Approval Date	November 9, 2022

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.

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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 170 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. In turn, the community appreciates being able to attend school events such as the Harvest Festival and eighth-grade graduation. 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 2022-2023 school year is Olga Reed's 12th year with Orcutt.

For Olga Reed, this school year marks the eighth 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 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 170 students enrolled for 2022-2023, 40.94% are English Learners, 11.7% are Special Education students, and 82.46% 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.

Educational Partner 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 19, 2022. 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 5, 2022 and from English Learner parents at ELAC on October 20, 2022..

The School Site Council met to edit and approve a draft of the SPSA on October 20, 2022. 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 October 20, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1%	1.6%	1.64%	2	3	3
African American	1.5%	0.5%	0.55%	3	1	1
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	82%	81.8%	82.51%	164	153	151
Pacific Islander	0%	%	%	0		
White	14%	14.4%	12.57%	28	27	23
Multiple/No Response	1.5%	1.6%	2.19%	3	3	4
Total Enrollment				200	187	183

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	17	17	19
Grade 1	24	16	18
Grade 2	26	22	16
Grade 3	22	27	24
Grade 4	15	22	26
Grade 5	28	14	21
Grade 6	25	27	11
Grade 7	21	22	26
Grade 8	22	20	22
Total Enrollment	200	187	183

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	103	88	78	51.5%	47.10%	42.6%
Fluent English Proficient (FEP)	23	25	28	11.5%	13.40%	15.3%
Reclassified Fluent English Proficient (RFEP)	13	12		10.9%	6.40%	

Conclusions based on this data:

1. Olga Reed's English Learner subgroup has remained constant at nearly 50 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15	23		14	0		14	0		93.3	0.0	
Grade 4	29	21		28	0		28	0		96.6	0.0	
Grade 5	23	12		23	0		23	0		100	0.0	
Grade 6	21	24		21	0		21	0		100	0.0	
Grade 7	22	21		22	0		22	0		100	0.0	
Grade 8	23	19		23	0		23	0		100	0.0	
All Grades	133	120		131	0		131	0		98.5	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2394.			0.00			21.43			50.00			28.57		
Grade 4	2430.			14.29			21.43			17.86			46.43		
Grade 5	2438.			0.00			30.43			21.74			47.83		
Grade 6	2474.			14.29			19.05			14.29			52.38		
Grade 7	2553.			0.00			59.09			22.73			18.18		
Grade 8	2575.			13.04			39.13			34.78			13.04		
All Grades	N/A	N/A	N/A	7.63			32.06			25.19			35.11		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.14			78.57			14.29		
Grade 4	14.29			50.00			35.71		
Grade 5	17.39			34.78			47.83		
Grade 6	14.29			33.33			52.38		
Grade 7	18.18			59.09			22.73		
Grade 8	13.04			73.91			13.04		
All Grades	14.50			53.44			32.06		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29			50.00			35.71		
Grade 4	10.71			53.57			35.71		
Grade 5	8.70			52.17			39.13		
Grade 6	14.29			47.62			38.10		
Grade 7	36.36			50.00			13.64		
Grade 8	30.43			56.52			13.04		
All Grades	19.08			51.91			29.01		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00			85.71			14.29		
Grade 4	21.43			60.71			17.86		
Grade 5	4.35			69.57			26.09		
Grade 6	9.52			47.62			42.86		
Grade 7	22.73			54.55			22.73		
Grade 8	8.70			82.61			8.70		
All Grades	12.21			65.65			22.14		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00			57.14			42.86		
Grade 4	7.14			39.29			53.57		
Grade 5	8.70			39.13			52.17		
Grade 6	19.05			38.10			42.86		
Grade 7	27.27			40.91			31.82		
Grade 8	21.74			65.22			13.04		
All Grades	14.50			45.80			39.69		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15	23		15	0		15	0		100	0.0	
Grade 4	29	21		29	0		29	0		100	0.0	
Grade 5	23	12		23	0		23	0		100	0.0	
Grade 6	21	24		21	0		21	0		100	0.0	
Grade 7	22	21		22	0		22	0		100	0.0	
Grade 8	23	19		22	0		22	0		95.7	0.0	
All Grades	133	120		132	0		132	0		99.2	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2384.			6.67			13.33			33.33			46.67		
Grade 4	2424.			6.90			10.34			37.93			44.83		
Grade 5	2431.			4.35			4.35			21.74			69.57		
Grade 6	2461.			9.52			14.29			9.52			66.67		
Grade 7	2520.			9.09			22.73			36.36			31.82		
Grade 8	2582.			18.18			36.36			27.27			18.18		
All Grades	N/A	N/A	N/A	9.09			16.67			28.03			46.21		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.67			40.00			53.33		
Grade 4	10.34			17.24			72.41		
Grade 5	8.70			13.04			78.26		
Grade 6	23.81			9.52			66.67		
Grade 7	18.18			36.36			45.45		
Grade 8	27.27			45.45			27.27		
All Grades	15.91			25.76			58.33		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.00			20.00			60.00		
Grade 4	6.90			41.38			51.72		
Grade 5	4.35			30.43			65.22		
Grade 6	14.29			14.29			71.43		
Grade 7	18.18			59.09			22.73		
Grade 8	31.82			50.00			18.18		
All Grades	15.15			37.12			47.73		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.67			53.33			40.00		
Grade 4	17.24			37.93			44.83		
Grade 5	4.35			34.78			60.87		
Grade 6	14.29			28.57			57.14		
Grade 7	9.09			59.09			31.82		
Grade 8	22.73			63.64			13.64		
All Grades	12.88			45.45			41.67		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1468.6	*		1465.6	*		1475.4	*		14	6	
1	1470.9	*		1477.0	*		1464.3	*		14	7	
2	1480.1	1491.3		1479.6	1496.3		1480.2	1485.6		12	12	
3	*	1474.9		*	1486.5		*	1462.8		6	13	
4	1515.7	1500.3		1516.4	1511.6		1514.6	1488.5		14	11	
5	1546.2	*		1551.5	*		1540.4	*		15	*	
6	1552.5	*		1560.1	*		1544.5	*		11	9	
7	*	*		*	*		*	*		10	8	
8	1591.0	*		1593.8	*		1587.7	*		12	5	
All Grades										108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.57	*		57.14	*		14.29	*		0.00	*		14	*	
1	14.29	*		71.43	*		14.29	*		0.00	*		14	*	
2	8.33	16.67		50.00	58.33		41.67	25.00		0.00	0.00		12	12	
3	*	0.00		*	7.69		*	92.31		*	0.00		*	13	
4	21.43	9.09		42.86	45.45		28.57	36.36		7.14	9.09		14	11	
5	26.67	*		60.00	*		13.33	*		0.00	*		15	*	
6	36.36	*		36.36	*		18.18	*		9.09	*		11	*	
7	*	*		*	*		*	*		*	*		*	*	
8	41.67	*		58.33	*		0.00	*		0.00	*		12	*	
All Grades	27.78	12.16		51.85	47.30		17.59	36.49		2.78	4.05		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	35.71	*		50.00	*		14.29	*		0.00	*		14	*	
1	28.57	*		50.00	*		21.43	*		0.00	*		14	*	
2	16.67	25.00		75.00	41.67		8.33	33.33		0.00	0.00		12	12	
3	*	7.69		*	92.31		*	0.00		*	0.00		*	13	
4	57.14	27.27		28.57	54.55		7.14	18.18		7.14	0.00		14	11	
5	53.33	*		33.33	*		13.33	*		0.00	*		15	*	
6	54.55	*		27.27	*		18.18	*		0.00	*		11	*	
7	*	*		*	*		*	*		*	*		*	*	
8	58.33	*		41.67	*		0.00	*		0.00	*		12	*	
All Grades	44.44	28.38		42.59	52.70		11.11	16.22		1.85	2.70		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.43	*		71.43	*		7.14	*		0.00	*		14	*	
1	14.29	*		14.29	*		71.43	*		0.00	*		14	*	
2	8.33	0.00		33.33	50.00		50.00	50.00		8.33	0.00		12	12	
3	*	0.00		*	0.00		*	46.15		*	53.85		*	13	
4	7.14	0.00		28.57	9.09		50.00	45.45		14.29	45.45		14	11	
5	6.67	*		13.33	*		80.00	*		0.00	*		15	*	
6	9.09	*		27.27	*		45.45	*		18.18	*		11	*	
7	*	*		*	*		*	*		*	*		*	*	
8	16.67	*		66.67	*		16.67	*		0.00	*		12	*	
All Grades	12.04	5.41		36.11	29.73		45.37	40.54		6.48	24.32		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.86	*		57.14	*		0.00	*		14	*	
1	57.14	*		42.86	*		0.00	*		14	*	
2	25.00	25.00		75.00	75.00		0.00	0.00		12	12	
3	*	7.69		*	76.92		*	15.38		*	13	
4	35.71	27.27		57.14	54.55		7.14	18.18		14	11	
5	13.33	*		86.67	*		0.00	*		15	*	
6	36.36	*		45.45	*		18.18	*		11	*	
7	*	*		*	*		*	*		*	*	
8	50.00	*		50.00	*		0.00	*		12	*	
All Grades	37.96	20.27		58.33	70.27		3.70	9.46		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.86	*		57.14	*		0.00	*		14	*	
1	14.29	*		85.71	*		0.00	*		14	*	
2	16.67	58.33		83.33	41.67		0.00	0.00		12	12	
3	*	53.85		*	46.15		*	0.00		*	13	
4	57.14	72.73		35.71	27.27		7.14	0.00		14	11	
5	86.67	*		13.33	*		0.00	*		15	*	
6	81.82	*		18.18	*		0.00	*		11	*	
7	*	*		*	*		*	*		*	*	
8	83.33	*		16.67	*		0.00	*		12	*	
All Grades	57.41	59.46		40.74	37.84		1.85	2.70		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.29	*		85.71	*		0.00	*		14	*	
1	14.29	*		78.57	*		7.14	*		14	*	
2	0.00	25.00		91.67	66.67		8.33	8.33		12	12	
3	*	0.00		*	46.15		*	53.85		*	13	
4	14.29	0.00		50.00	45.45		35.71	54.55		14	11	
5	6.67	*		93.33	*		0.00	*		15	*	
6	9.09	*		63.64	*		27.27	*		11	*	
7	*	*		*	*		*	*		*	*	
8	41.67	*		50.00	*		8.33	*		12	*	
All Grades	13.89	12.16		75.00	59.46		11.11	28.38		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	92.86	*		7.14	*		0.00	*		14	*	
1	14.29	*		85.71	*		0.00	*		14	*	
2	8.33	0.00		91.67	91.67		0.00	8.33		12	12	
3	*	0.00		*	61.54		*	38.46		*	13	
4	7.14	0.00		85.71	72.73		7.14	27.27		14	11	
5	6.67	*		93.33	*		0.00	*		15	*	
6	18.18	*		81.82	*		0.00	*		11	*	
7	*	*		*	*		*	*		*	*	
8	0.00	*		100.00	*		0.00	*		12	*	
All Grades	22.22	2.70		75.00	79.73		2.78	17.57		108	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
187	80.2	47.1	2.1
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	88	47.1
Foster Youth	4	2.1
Homeless		
Socioeconomically Disadvantaged	150	80.2
Students with Disabilities	24	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5
American Indian or Alaska Native	3	1.6
Asian		
Filipino		
Hispanic	153	81.8
Two or More Races	3	1.6
Native Hawaiian or Pacific Islander		
White	27	14.4

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  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

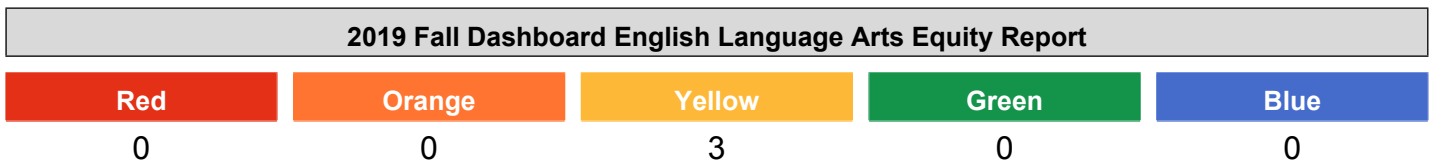
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 30.9 points below standard Increased ++12.1 points 125	<p>English Learners</p> Yellow 34.4 points below standard Increased Significantly ++17.2 points 79	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 38 points below standard Increased Significantly ++16.2 points 98	<p>Students with Disabilities</p> No Performance Color 76 points below standard Increased Significantly ++22.6 points 15

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

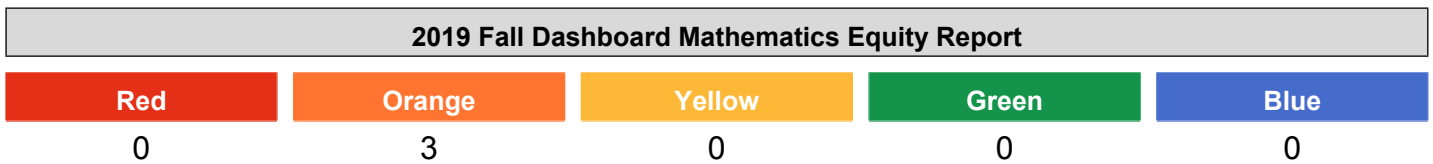
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 55 points below standard Maintained -1.4 points 125	<p>English Learners</p> Orange 62.2 points below standard Declined -3.9 points 79	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Orange 63 points below standard Maintained ++1.3 points 98	<p>Students with Disabilities</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

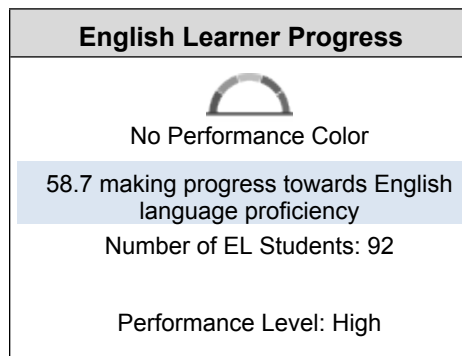
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	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 Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

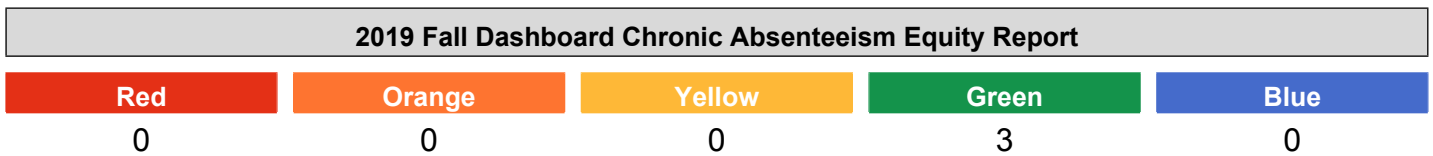
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8.3</p> <p>Declined -0.5</p> <p>206</p>	<p>English Learners</p> <p>Green</p> <p>3.3</p> <p>Declined -0.7</p> <p>122</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.6</p> <p>Declined -1.5</p> <p>171</p>	<p>Students with Disabilities</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:

- Chronic absenteeism has continued to be a problem for all groups since the return to school from the pandemic. Long illnesses and quarantine guidelines have contributed to these absences.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

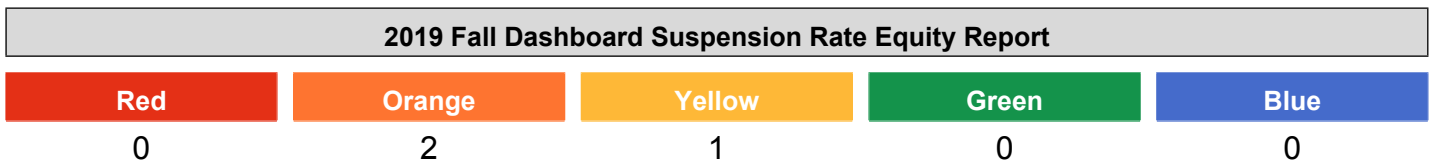
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 2.9 Increased +1.1 206	<p>English Learners</p> Yellow 1.6 Maintained +0.1 122	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Orange 2.9 Increased +0.7 171	<p>Students with Disabilities</p> No Performance Color 0 Declined -3.4 24

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 2		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +0.7 172	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 4 Increased +4 25

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	2.9

Conclusions based on this data:

1. 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).
2. 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: 2021-22

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
NWEA-MAP Grades 1-8 % students scoring "Avg" or higher	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	The percent of students scoring "Avg" or higher in grades 1-8 on the NWEA Reading Assessment increased from 43% to 47%. The goal was not met.
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score.	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	The percent of kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score increased from 37% to 41%. The goal was not met.

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 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	A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers continued 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 continued to refine use of online components and supplemental materials	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 2,000 Supplemental curriculum materials and	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0 Supplemental curriculum materials and

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>pertinent to English Learners, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p>	<p>technology 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>technology 4000-4999: Books And Supplies LCFF - Supplemental 1263</p>
<p>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.</p>	<p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p>	<p>Implementation of full-day kindergarten, including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Implementation of full-day kindergarten, including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 9,601.56</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. These opportunities will be provided by the TOSAs and through other professional growth opportunities.</p>	<p>Extended instructional time for kindergarten students was provided by implementing a full-day kindergarten program. Full day kindergarten classes were staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core ELA Instructional time.</p>		
<p>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.</p>	<p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students had access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups</p>	<p>The TOSA team provided 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.</p>		
<p>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.</p>	<p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups</p>		
<p>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.</p>	<p>TOSAs supported teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA specialized in the Wonders curriculum for grades K-5. One TOSA specialized in English Language Development (ELD) for English Learners.</p>		
<p>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"</p>	<p>Additional materials were provided, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Olga Reed established a focus area for initial classroom instruction (Tier 1) that contributed to student achievement in E/LA for the 2021-22</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	school year: "Academic Vocabulary"		
<p>B. PLC/Progress Monitoring</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, review 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 Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>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.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative</p>	<p>B. PLC/Progress Monitoring</p> <p>NWEA testing and Acadience Reading assessments returned to a normal administration schedule in 2021-2022. NWEA and Acadience results were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps such as targeted instruction, intervention, enrichment, and more.</p> <p>Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discussed targeted instruction, unpacked essential standards, designed common formative assessments, reviewed PDSAs, and planned collaboratively for instruction.</p> <p>Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p> <p>The school utilized the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	classroom for the purpose of providing classroom instruction that focused on individual student academic needs based on student data.		
<p>C. Academic Intervention (Tier 2)</p> <p>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)</p> <p>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.</p>	<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers continued to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)</p> <p>Intervention classes were offered (30-minute blocks, 4 days per week) for the area of reading. Identified students received targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs provided support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Increased education opportunities provided:</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,174</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 48,496</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 1,000</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 170,940</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 101,952.66</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 87,545</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 795</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 0</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 182,385.34</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>The ASES Program will be available after school to provide academic support to students.</p>	<p>Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>The ASES Program was available after school to provide academic support to 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 2021-2022. Teachers worked to implement an accelerated learning model in which, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Pacing underpins acceleration, and teachers have worked with each other and with the support of TOSAs on lesson pacing so grade level standards are fully covered and learned. Weekly PLC meetings and afterschool 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 well, although due to the shortfall of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8) show that students generally are performing at levels very close to where they were prior to the pandemic in Spring 2019. Meanwhile, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in English/language arts during the 2021-2022 school year. (Report on school results on NWEA.)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to staffing shortages, substitutes were not utilized for meetings and conferences.

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 influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in English/language arts, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful. Another improvement for 2022-2023 will be to work as possible on keeping hourly support teachers in place so SIPPS intervention can maintain momentum.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
NWEA-Map Grades 1-8 % students scoring "Avg" or higher	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	The percent of students in grades 1-8 scoring "Avg" or higher on the NWEA Mathematics Assessment increased from 31% to 46%. The goal was met.

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, 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</p>	<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers continued 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 continued 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 continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p> <p>Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p> <p>Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</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-5 and one TOSA will specialize in math instruction for grades 6-8.</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. These opportunities will be provided by the TOSAs</p>	<p>rigor. The district Teachers on Special Assignment (TOSAs) continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>Extended instructional time was provided for kindergarten students by implementing a full-day kindergarten program. Full-day kindergarten classes were staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.</p> <p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students had access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA specialized in math instruction for grades K-5 and one TOSA specialized in math instruction for grades 6-8.</p> <p>The TOSA team provided 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. TOSAs continue to support classroom teachers with implementation of the</p>	<p>Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Implementation of full-day kindergarten including instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1011</p> <p>Implementation of full-day kindergarten including instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 9,601.56</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and through other professional growth opportunities.</p> <p>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.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</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 team for the North County Math Super Bowl.</p> <p>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.</p>	<p>math curriculum and use of Zearn/Eureka Math. TOSAs offered some afterschool professional development sessions on the subject.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>A school-wide incentive program for mastery of math concepts and facts was worked on. The North County Math Super Bowl was not able to take place due to the continuation of COVID-19 cases in our area.</p> <p>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.</p>		
<p>B. PLC/Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning</p>	<p>B. PLC/Progress Monitoring</p> <p>Teachers met weekly in Professional Learning</p>	<p>Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated</p>	<p>Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Communities (PLCs) with dedicated time to discuss student learning. During this time, teachers analyzed data, discuss targeted instruction, unpacked essential standards, designed common formative assessments, and planned collaboratively for instruction.</p>	<p>Personnel Salaries District Funded 0</p>	<p>Personnel Salaries District Funded 0</p>
<p>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.</p>	<p>NWEA testing returned to a normal administration schedule in 2021-2022. Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p>	<p>Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</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>Music, Art, and P.E. programs were utilized 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>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.</p>	<p>In math, PLC teams monitored 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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
C. Academic Intervention (Tier 2)	C. Academic Intervention (Tier 2)	Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0	Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0
<p>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.</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>Provide supplemental materials and online programs to support math intervention for at-risk students.</p> <p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>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.</p>	<p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received 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 provided intervention as well as extra practice for students. Zearn/Eureka Math emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.</p> <p>Increased education opportunities were provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>Purchased materials to be used to support student engagement and increase access to technology as it relates to intervention</p>	Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 500	Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 372

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>access to the digital components of the mathematics adoption. These materials and services enabled teachers to target instruction for at-risk 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 2021-2022. Throughout the school year, teachers worked hard to deliver quality math instruction on an accelerated pace whereby, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Teachers also worked to integrate counting activities, number talks, math games, and other strategies recommended by district math consultant Michele Douglass. Zearn/Eureka Math was relied on by many teachers as a vehicle for intervention or enrichment. Because it is an online curriculum, Zearn could be assigned as independent work for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASPP math testing show that students in grades 3-8 generally are performing at lower levels than they were before the pandemic in Spring 2019. This points to the need to continue to emphasize math instruction in 2022-2023. That said, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in math during the 2021-2022 school year. (Report on school results on NWEA.)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Math is not just a school, but a districtwide, focus area. Following are key elements we are working to have established in classrooms: (1) teachers following an acceleration model for instruction; (2) students utilizing manipulatives and digital manipulatives to build conceptual understanding; (3) students building number sense with mental math fostered by number talks, daily counting, mental math strategies, and fluency games; (4) students using mathematical tools, especially the Desmos online scientific calculator for grades 6-12; and (5) teachers assigning Zearn/Eureka Math to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023.

As stated for Goal 1, the influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in mathematics, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	<p>Decrease Chronic Absenteeism by 2.5% for "All" students and each subgroup</p> <p>Goals for 2021-22 Chronic Absenteeism Rate: 11% "All Students 5.6% English Learner 7.5% Low Income</p>	<p>Chronic Absenteeism percentages for "All" students and each subgroup.</p> <p>42.7% - All Students 30.4% - English Learners 42.2% - Low Income</p>

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>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</p>	<p>Communicated with students and parents/guardians on the importance of school attendance.</p> <p>Continued to build a culture at the school that celebrates school attendance</p> <p>Implemented a positive school attendance program including student and parent education on the importance of daily school attendance.</p> <p>School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to students and parents throughout the 2021-2022</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 697</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>positive school attendance through incentives and awards.</p>	<p>school year. Student attendance was greatly hampered by something out of the school's control: the continuation of COVID-19, several flare-ups of cases, and quarantining requirements which had many students out of school for more than a week at a time. As possible, teachers and office staff worked hard to recoup attendance credit by having students do short-term independent study assignments.</p>		
<p>B. School Programming and Communication with Families</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 office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).</p>	<p>Regularly screened attendance data to identify students with attendance issues. Made regular contact with parents/guardians of these students.</p> <p>When possible, worked 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>Utilized office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilized parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).</p>	<p>School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>

**Planned
Strategy/Activity**

**Actual
Strategy/Activity**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

We were faithful to the action plan and worked hard to support positive attendance. But the protraction of COVID-19 well into the school year put a sizeable dent in school and district attendance rates. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Processes for truancy notification and referrals to SARB were generally effective in prompting families of students with low attendance rates to demonstrate improvement. Schools appreciated the County District Attorney's more assertive stance toward truancy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our school and school district will remain focused on attendance in 2022-2023. Truancy notification and SARB processes will continue to be in place. The district has added community liaison support, so this will help with family engagement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
October 2021 Student Survey October 2021 Parent Survey	<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 *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</p>	<p>In October 2022, 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 increased from 75% to 81%, notice when they are not there from 75% to 76%, listen to them when they have something to say from 67% to 86%, are there for them when they have a problem or concern from 73% to 76%, and believe they will be a success from 74% to 82%.</p> <p>All areas met the goal of 3% or higher except for one. The question of noticing them when they are not there increased by 1%.</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 increased from 71% to 82%, teachers communicate with parents about what students are expected to learn from 75% to 95%, parents feel welcome to be involved in the school decreased from 75% to 65%, there is someone at school to talk to about a problem or concern increased from 79% to 95%, and school staff take parent concerns seriously from 67% to 82%.</p> <p>All areas met the goal of 3% or higher except for one. The question of feeling welcome to be involved in the school decreased.</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 2021-2022 school year.</p> <p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>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).</p>	<p>Teachers and schools will emphasized teacher-student relationships at the outset of the 2021-2022 school year.</p> <p>Provided services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translated materials and provided Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>The district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The school and teachers also planned one-off activities that focused on pertinent topics such as kindness and empathy.(SEE Learning was piloted during the Summer program).</p>	<p>Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings</p> <p>2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings</p> <p>2000-2999: Classified Personnel Salaries District Funded 9,601.56</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>
<p>B. 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 principal, teachers, and office staff communicated regularly with families via Parent Square, email, and newsletters. The district highlighted school events and student achievements on its Facebook page.</p> <p>The district did not offer parent education nights</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0</p>	<p>Funds for speakers 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
The district will provide a range of parent education offerings via Zoom and other virtual platforms.	but did post on its website several Screencastify videos for parents that explained topics such as math acceleration and Outdoor School. The district also promoted several parent education offerings provided by Fighting Back Santa Maria Valley and the National Association on Mental Illness.		

Analysis

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

Aside from SEE Learning and parent education nights, the action plan was implemented as planned. Overall, the school worked hard in 2021-2022 to re-establish a sense of community on campus, and the school year ended happily with a well attended Open House Night and other successful school activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers responded well to district professional development on social/emotional topics and worked hard to be attuned to challenges students and families were facing. The school prioritized being responsive to student and family needs, and both students and parents expressed appreciation for this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district expects a full resumption of school and district events in 2022-2023. Starting the school year with an in-person Back to School Night and in-person parent-teacher conferences will set a personal tone. The district expects to implement SEE Learning during the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	<p>Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>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</p> <p>Goal for Expulsion Rate 2021-22: 0 % Expulsion Rate (All Students)</p>	<p>Suspension/expulsion rates for students and each subgroup.</p> <p>Suspension Rates for 2021-22: 3.5% Suspension Rate (total) (goal not met) 0% Special Education 3.4% Socioeconomically Disadvantaged 1.5% 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</p> <p>Expulsion rate = 0% (goal met)</p>

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 and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school will continue implementation of Positive</p>	<p>At the outset of the school year and throughout the year, teachers focused on establishing relationships and rapport with students.</p> <p>The school continued implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students had multiple opportunities to</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 4000</p> <p>Materials for Implementation of PBIS</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Materials for Implementation of PBIS</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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</p> <p>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.</p>	<p>learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school continued to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school made efforts to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school continued to provide co-curricular and extracurricular activities that built community, teamwork, and leadership skills in students. These activities included Student boys and girls basketball teams, noon league soccer, the library makerspace, and Garden Club.</p>	<p>Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4500</p>	<p>Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 516</p> <p>Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 569</p>
<p>B. Social/Emotional Learning and Support</p> <p>Regular lessons in social/emotional learning</p>	<p>As stated in Annual Review and Update for Goal 4, the district did not adopt SEE Learning during the 2021-2022</p>	<p>Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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</p>	<p>school year. The district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The school and teachers also planned special school and classroom activities and events that focused on pertinent topics such as kindness and empathy.</p> <p>The district added counseling support at the elementary level. The district also implemented Securly, a system for monitoring students' online activity that immediately alerts school and district administrators when students engage in online activity (searches, email messages, and social media posts) that constitutes a threat, indicates depression or suicidal ideation, or delves into sexual or violent content. After receiving Securly alerts administrators and counselors are able to follow up with students.</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Analysis

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

Implementation of this action plan did not include full-fledged practice of PBIS and the launch of SEE Learning. All other actions were applied.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Additional counseling for elementary students was much needed, as the school needed to respond to the difficulty many students experienced in transitioning back to full-time in-person instruction, a full-length school day, and relating to peers on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many extra curricular activities did not take place during the 2021-22 school year due to COVID restrictions.

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 next step for encouraging positive student behavior will be for the school to strengthen Tier 1 of PBIS by revisiting its matrix of behavioral expectations and possibly making changes to reflect current realities. The district expects to implement SEE Learning in 2022-2023.

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. Additionally, COVID related absences for the 2021-2022 school year 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, 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 2023 ESGI data.	Spring 2022 ESGI data for Transitional Kindergarten students: % of students meeting proficiency in "identifying lowercase letters"	Goal for 2023: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters" measured by spring 2023 ESGI data.
Grade K: % of students scoring "At or Above Benchmark" as reported by Spring 2023 Acadience Reading Composite Score.	Spring 2022 Acadience Reading Composite Score for Kindergarten students: 41% of students scored "At or Above Benchmark" benchmark.	Goal for 2023: 70% of Kindergarten students will score "At or Above Benchmark" as measured by Acadience Reading Composite Score
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	Spring 2022 NWEA Reading Assessment % for grade 1 and 2 students scoring "Hi Avg" or "Hi": Grade 1: 12% Grade 2: 26%	Goal for 2023: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the NWEA Reading Assessment will increase by 10%: Grade 1: 22% Grade 2: 36%
Grades 3-8: % of students meeting or exceeding standard on the CAASPP	2022 CAASPP English Language Arts Assessment % for grades 3-8	Goal for 2023: The % of students meeting or exceeding standard on

Metric/Indicator	Baseline	Expected Outcome
2023 English Language Arts Assessment.	students meeting or exceeding standard. Grade 3: 12% Grade 4: 10% Grade 5: 10% Grade 6: 81% Grade 7: 45% Grade 8: 49%	the CAASPP English Language Arts Assessment will increase by 10% for grades 3-5, 5% for grades 6 and 8, and maintain for grade 7. Grade 3: 22% Grade 4: 20% Grade 5: 20% Grade 6: 81% Grade 7: 49% Grade 8: 54%

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.

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. TK classes will be staffed with a full time Instructional Assistant support to lower adult-student ratio

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 2022-23 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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded
Amount	2,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development (cost of workshops, conferences, consultants, substitutes)
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials and technology
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials teachers to provide PLC meeting time/District Funded
Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Amount	18,167
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	30,227
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Amount	1,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Amount	182,385
Source	After School and Education Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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, COVID related absences for the 2021-2022 school year 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 2023 ESGI data.	Spring 2022 ESGI data for Transitional Kindergarten and Kindergarten students: Transitional Kindergarten: % of students meeting proficiency in "counting on from a given number". Kindergarten: % of students meeting proficiency in "identifying numerals".	Goal for 2023: 80% of Transitional Kindergarten students meeting proficiency in "counting on from a given number" measured by Spring 2023 ESGI data. 80% of Kindergarten students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data.
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Math Assessment.	Spring 2022 NWEA Math Assessment % for grade 1 and 2 students scoring "Hi Avg" or "Hi": Grade 1: 12% Grade 2: 20%	Goal for 2023: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the NWEA Reading Assessment will increase by 10%: Grade 1: 22% Grade 2: 30%
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 Math Assessment.	2022 CAASPP Math Assessment % for grades 3-8 students meeting or exceeding standard. Grade 3: 16% Grade 4: 10%	Goal for 2023: The % of students meeting or exceeding standard on the CAASPP Math Assessment will increase by 10% for grades 3-5, and 5% for grades 6-8.

Metric/Indicator	Baseline	Expected Outcome
	Grade 5: 5% Grade 6: 36% Grade 7: 29% Grade 8: 40%	Grade 3: 26% Grade 4: 20% Grade 5: 15% Grade 6: 41% Grade 7: 34% Grade 8: 44%

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 through 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 lunch recess math game opportunities and a 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 2022-2023 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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	0
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1
Amount	0
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials and technology Expenditure listed in Goal 1
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math club and North County Math Super Bowl team supplies. Math incentives.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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, essential standards folders, 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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials teachers to provide time for PLC meetings/district funded
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 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

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math programs for Math Intervention and Support/District Funded
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	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	Attendance Rates for all students 2021-2022: 89.8% All Students	Goal for 2023: Increase attendance rate for "All" students. 96% All Students
Chronic Absenteeism Rate	Chronic Absenteeism Rates 2021-22: 42.7% All Students 30.4% English Learner 42.3% Low Income	Goal for 2023: Decrease Chronic Absenteeism by 10% for "All" students and each subgroup 32.7% All Students 20.4% English Learners 32.3% Low Income Students

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

Amount	500
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, Office Staff, Counselor, Community Liaison, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School-based Counselor who works with families and students to improve student attendance.

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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 2022 Student Survey October 2022 Parent Survey	<p>In October 2022 students and parents at Olga Reed School 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</p> <p>The October 2022 student survey showed that 76% of student respondents indicated it was "pretty much true" or "very much true" that there were adults at school who noticed when they are not there.</p> <p>The October 2022 parent survey showed that 65% of parent respondents indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school.</p>	<p>Goals for 2022-2023:</p> <p>Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there.</p> <p>79% of students report there are adults at school who notice when they are not there.</p> <p>Increase by 3% the percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school.</p> <p>68% of parents feel welcome to be involved in the school.</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 2022-2023 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

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, 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	Suspension/Expulsion Rates for 2021-2022: 3.5% All Students 3.4% Socioeconomically Disadvantaged 1.5% English Learner	Goals for 2023: Maintain/decrease current suspension/expulsion rates currently at 2% or less. Decrease suspension/expulsion rates currently above 2%. 2.5% All Students 2.4% Socioeconomically Disadvantaged 1.5% English Learner

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 2022-2023. 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, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden 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

Amount	2500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
Amount	4000
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: The district will pilot SEE Learning as a social/emotional learning curriculum. (SEE Learning also has been 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	246,279.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	\$33,227	0.00
LCFF - Supplemental	\$30,667	0.00
Site Formula Funds		
After School and Education Safety (ASES)	\$182,385	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	182,385.00
District Funded	0.00
LCFF - Supplemental	30,667.00
Title I Part A: Targeted Assistance Program	33,227.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,394.00
2000-2999: Classified Personnel Salaries	182,385.00
4000-4999: Books And Supplies	8,500.00
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)	182,385.00
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	23,167.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	30,227.00
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
- 1 Classroom Teachers
- 2 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	Other School Staff
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 20, 2022.

Attested:

Principal, Jared Banks on October 20, 2022

SSC Chairperson, Monica Robles on October 20, 2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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 Plan for Student Achievement (SPSA)

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.

School Name	Orcutt Academy Charter School
Address	500 Dyer St. Orcutt, CA 93455
County-District-School (CDS) Code	42692600116434
Principal	9-12: Rhett Carter TK-8: Jared Banks
District Name	Orcutt Academy Charter School
SPSA Revision Date	October 18, 2022
Schoolsite Council (SSC) Approval Date	October 18, 2022
Local Board Approval Date	November 9, 2022

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.

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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 two 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: 2.54% English Learners, 7.31% Special Education, and 25.6% socioeconomically disadvantaged
- OAK-8: 4.29% English Learners, 11.43% Special Education, and 22.14% 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: 41.9% Hispanic, 41.1% White, 9.25% Multi-ethnic, .32% American Indian/Alaskan Native, 2.39% Asian (non-hispanic), 2.23% Filipino 2.23% Black/African American, 0.5% Hawaiian/Pacific Islander.
- OAK-8: 40.7% Hispanic, 44.3% White, 12.9% Multi-ethnic, 0.7% American Indian/Alaskan Native, 1.4% Filipino, 0.7%.

School Status - In Spring 2022, the Orcutt Academy participated in its fifth administration of Smarter Balanced Assessments aligned with the 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, 63.3% of OA students exceeded or met standard, down a touch from 64.1% in the most recent CAASPP administration in Spring 2019. In Math, 44.8% of students at OAHS exceeded or met standard, down from 48.4% in Spring 2019. Generally, the percentage of students meeting or exceeding standards increased with the progression of grade levels. Staff note that math results are significantly lower than English/language arts results. As of this writing, no Academic Performance Index score or ranking has been computed for the school. 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 wait lists for grades K-8, and the high school has wait lists for grades 9 and 10.

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 2021-2022 were 91.67% at OAHS, 90.83% at OAK-8. Attendance was greatly affected by the continuation of the COVID-19 pandemic. This is borne out in chronic absenteeism (absenteeism > 10%) data, as 19.36% of OAHS students and 26.09% of OAK-8 students were chronically absent in 2021-2022.

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 78% of the school's graduating Class of 2022, up from 64% in 2021.

Educational Partner 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: October 11, 2022 and October 25, 2022.

The SPSA was discussed with leadership teams of OAK-8 and OAHS at meetings held on September 18 and September 29 respectively. At OAHS, the SPSA annual review and action plan also were discussed at a PLC Lead meeting and a subsequent staff Meeting on October 12 and 13.

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 October 18, 2022, 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 October 18, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.25%	0.2%	0.13%	2	2	1
African American	0.89%	0.8%	1.31%	7	7	10
Asian	2.93%	2.3%	1.96%	23	20	15
Filipino	2.68%	2.3%	2.09%	21	20	16
Hispanic/Latino	38.09%	38.7%	43.59%	299	337	333
Pacific Islander	0.76%	0.6%	0.39%	6	5	3
White	48.28%	47.4%	42.15%	379	413	322
Multiple/No Response	5.1%	6.4%	6.94%	40	56	53
Total Enrollment				785	871	764

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	21	35	20
Grade 1	22	20	14
Grade 2	19	33	14
Grade 3	16	28	14
Grade 4	18	22	14
Grade 5	20	29	16
Grade 6	20	24	16
Grade 7	19	26	16
Grade 8	24	29	16
Grade 9	181	154	161
Grade 10	155	187	150
Grade 11	142	142	176
Grade 12	128	142	137
Total Enrollment	785	871	764

Conclusions based on this data:

1. OAHS currently stands at an enrollment of 630. Staff met the goal of growing enrollment at OAHS to over 625. OAK-8 has maintained an enrollment of 140.

2. Between the 2020-2021 and 2021-2022 school years, the charter lost over 100 students due to OA Independent Study being removed from the Orcutt Academy umbrella. IS students now are part of the non-charter Orcutt School for Independent Study.
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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	29	29	26	3.7%	3.30%	3.4%
Fluent English Proficient (FEP)	71	76	91	9.0%	8.70%	11.9%
Reclassified Fluent English Proficient (RFEP)	0	5		0.0%	0.60%	

Conclusions based on this data:

1. The number of English Learners at OA has decreased slightly.
2. The number of Fluent English Proficient students has increased 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20	26		16	0		16	0		80	0.0	
Grade 4	18	21		17	0		17	0		94.4	0.0	
Grade 5	21	29		19	0		19	0		90.5	0.0	
Grade 6	19	24		19	0		19	0		100	0.0	
Grade 7	24	25		20	0		20	0		83.3	0.0	
Grade 8	28	28		28	0		28	0		100	0.0	
Grade 11	130	139		126	123		126	123		96.9	88.5	
All Grades	260	292		245	123		245	123		94.2	42.1	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2463.			37.50			31.25			18.75			12.50		
Grade 4	2498.			23.53			52.94			5.88			17.65		
Grade 5	2501.			21.05			31.58			21.05			26.32		
Grade 6	2524.			15.79			26.32			36.84			21.05		
Grade 7	2581.			20.00			50.00			10.00			20.00		
Grade 8	2566.			10.71			39.29			35.71			14.29		
Grade 11	2621.	2660.		32.54	42.28		36.51	39.84		19.05	14.63		11.90	3.25	
All Grades	N/A	N/A	N/A	26.53	42.28		37.55	39.84		20.82	14.63		15.10	3.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.75			37.50			18.75		
Grade 4	41.18			52.94			5.88		
Grade 5	21.05			63.16			15.79		
Grade 6	15.79			57.89			26.32		
Grade 7	25.00			65.00			10.00		
Grade 8	21.43			39.29			39.29		
Grade 11	39.68	45.53		42.06	51.22		18.25	3.25	
All Grades	33.47	45.53		46.94	51.22		19.59	3.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50			50.00			12.50		
Grade 4	29.41			52.94			17.65		
Grade 5	26.32			47.37			26.32		
Grade 6	21.05			52.63			26.32		
Grade 7	30.00			55.00			15.00		
Grade 8	32.14			60.71			7.14		
Grade 11	35.71	34.96		53.17	58.54		11.11	6.50	
All Grades	32.65	34.96		53.47	58.54		13.88	6.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00			68.75			6.25		
Grade 4	17.65			70.59			11.76		
Grade 5	15.79			68.42			15.79		
Grade 6	15.79			57.89			26.32		
Grade 7	30.00			60.00			10.00		
Grade 8	10.71			82.14			7.14		
Grade 11	28.57	17.07		62.70	80.49		8.73	2.44	
All Grades	23.67	17.07		65.71	80.49		10.61	2.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50			50.00			12.50		
Grade 4	17.65			52.94			29.41		
Grade 5	36.84			31.58			31.58		
Grade 6	10.53			63.16			26.32		
Grade 7	35.00			45.00			20.00		
Grade 8	17.86			57.14			25.00		
Grade 11	39.68	48.78		48.41	48.78		11.90	2.44	
All Grades	32.65	48.78		49.39	48.78		17.96	2.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Following is our analysis of the most recent CAASP English/language arts data:
A closer look at grade-level data indicates that proficiency was stronger in grades 5 (56.25%), 7 (56.25%), 8 (60.00%), and 11 (72.79%). Generally speaking, achievement rises as the grade levels progress.
- Achievement in the sub-areas within English/language arts was relatively even, as the four sub-areas ranged from 80% to 91% above or near standard. Of the sub-areas within English/language arts, Research/Inquiry (90.71% above or near standard) was the highest.
- Writing 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20	26		16	0		16	0		80	0.0	
Grade 4	18	21		17	0		17	0		94.4	0.0	
Grade 5	21	29		19	0		19	0		90.5	0.0	
Grade 6	19	24		19	0		19	0		100	0.0	
Grade 7	24	25		21	0		21	0		87.5	0.0	
Grade 8	28	28		28	0		28	0		100	0.0	
Grade 11	130	139		126	118		126	118		96.9	84.9	
All Grades	260	292		246	118		246	118		94.6	90.4	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2426.			18.75			31.25			31.25			18.75		
Grade 4	2482.			17.65			29.41			35.29			17.65		
Grade 5	2488.			21.05			21.05			15.79			42.11		
Grade 6	2515.			15.79			15.79			31.58			36.84		
Grade 7	2552.			19.05			23.81			33.33			23.81		
Grade 8	2542.			21.43			14.29			14.29			50.00		
Grade 11	2622.	2630.		17.46	19.49		38.10	29.66		21.43	30.51		23.02	20.34	
All Grades	N/A	N/A	N/A	18.29	19.49		30.08	29.66		23.58	30.51		28.05	20.34	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75			62.50			18.75		
Grade 4	35.29			29.41			35.29		
Grade 5	26.32			21.05			52.63		
Grade 6	15.79			42.11			42.11		
Grade 7	19.05			52.38			28.57		
Grade 8	25.00			17.86			57.14		
Grade 11	34.92	25.42		38.89	51.69		26.19	22.88	
All Grades	29.27	25.42		37.40	51.69		33.33	22.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.25			37.50			31.25		
Grade 4	23.53			52.94			23.53		
Grade 5	10.53			52.63			36.84		
Grade 6	5.26			36.84			57.89		
Grade 7	23.81			47.62			28.57		
Grade 8	25.00			42.86			32.14		
Grade 11	24.60	23.73		54.76	65.25		20.63	11.02	
All Grades	22.36	23.73		50.00	65.25		27.64	11.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75			56.25			25.00		
Grade 4	17.65			58.82			23.53		
Grade 5	15.79			42.11			42.11		
Grade 6	15.79			47.37			36.84		
Grade 7	19.05			66.67			14.29		
Grade 8	32.14			28.57			39.29		
Grade 11	25.40	22.03		60.32	68.64		14.29	9.32	
All Grades	23.17	22.03		54.47	68.64		22.36	9.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Here is our analysis of the most recent CAASP mathematics data:

In 11th grade, mathematics achievement went from 48.37% met or exceeded in 2019 to 44.77% in 2022. In 2022, decreased significantly at the high school, dropping from 38% to 25 % at or above standard. A closer look at 2022 grade-level data indicates that proficiency was stronger in grades 3 (50.00% met or exceeded), 4 (50.00%), 7 (62.5%), and 8 (50.00%). Generally speaking, achievement rises as the grade levels progress.
- The sub-areas within mathematics were relatively close in 2022, with Communicating Reasoning (84.52% near or above standard), Concepts & Procedures (80.34%), Problem Solving (79.08%) within five percentage points of each other. 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.
- Mathematics achievement remains lower overall than English/language arts achievement and remains a priority in the high school and the district.

Due to staff analysis of CAASPP results, OAHS has added an additional section of Algebra 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. We have added a collaborative teaching course where the Resource teacher works with the math teacher in class to support students with these significant gaps.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		4	*	
9	*	*		*	*		*	*		*	6	
10	*	*		*	*		*	*		*	6	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	37.50	26.09		54.17	60.87		8.33	8.70		0.00	4.35		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	54.17	65.22		45.83	26.09		0.00	4.35		0.00	4.35		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	13.04		41.67	39.13		37.50	34.78		4.17	13.04		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	33.33	26.09		62.50	65.22		4.17	8.70		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	75.00	86.96		25.00	8.70		0.00	4.35		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	16.67	17.39		66.67	43.48		16.67	39.13		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	20.83	21.74		79.17	69.57		0.00	8.70		24	23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the insignificant number of English Learners at OA, in-depth analysis of ELPAC results is not possible. Nonetheless, data points to a continued emphasis on designated and integrated English Language Development (ELD) for these students.
2. The high school has added an English Support course during the school day to support English Language Learners.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
871	27.6	3.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	3.3
Foster Youth	3	0.3
Homeless	3	0.3
Socioeconomically Disadvantaged	240	27.6
Students with Disabilities	75	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.8
American Indian or Alaska Native	2	0.2
Asian	20	2.3
Filipino	20	2.3
Hispanic	337	38.7
Two or More Races	56	6.4
Native Hawaiian or Pacific Islander	5	0.6
White	413	47.4

Conclusions based on this data:

- In 2021-2022, the school's ethnic make-up was as follows:
 - OAHS: 41.9% Hispanic, 41.1% White, 9.25% Multi-ethnic, 32% American Indian/Alaskan Native, 2.39% Asian (non-hispanic), 2.23% Filipino 2.23% Black/African American, 0.5% Hawaiian/Pacific Islander.

- OAK-8: 40.7% Hispanic, 44.3% White, 12.9% Multi-ethnic, 0.7% American Indian/Alaskan Native, 1.4% Filipino, 0.7%.
- OAHS: 2.54% English Learners, 7.31% Special Education, and 25.6% socioeconomically disadvantaged
- OAK-8: 4.29% English Learners, 11.43% Special Education, and 22.14% socioeconomically disadvantaged

The percentages of low-income students and students with disabilities has slightly increased while the percentage of English Learners has slightly decreased.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  Yellow	
College/Career  Green		

Conclusions based on this data:

1. Here is our analysis of the most recent California School Dashboard data:
In Academic Performance, OAHS E/LA achievement increased 8 points whereas their math decreased by 9 points.
2. In Academic Engagement, OAHS has strong graduation rate and College and Career Readiness with a 99.2% graduation rate as well 78% College and Career Ready.
3. OAHS decreased in Suspension Rate during the 2021-22 school year.

School and Student Performance Data

Academic Performance English Language Arts

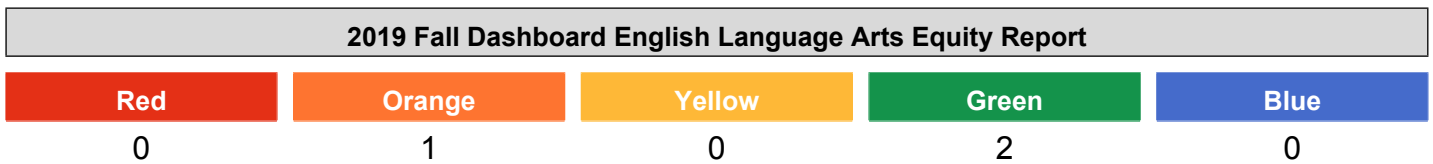
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 26.2 points above standard Maintained ++1.8 points 235	<p>English Learners</p> No Performance Color 55.5 points below standard Declined Significantly -18.6 points 15	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Orange 10.4 points below standard Declined -13.6 points 76	<p>Students with Disabilities</p> No Performance Color 62.3 points below standard Maintained -0.8 points 28

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:

- 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

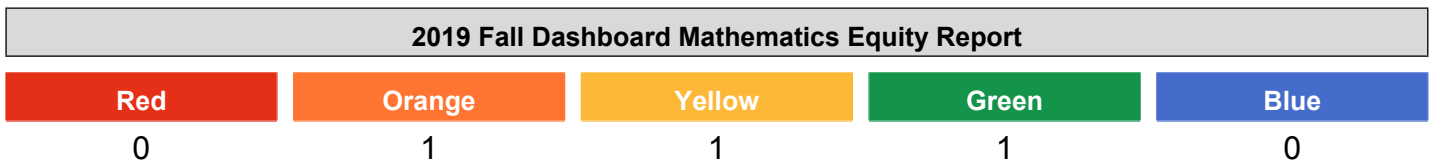
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>13.6 points below standard</p> <p>Declined -6 points</p> <p>236</p>	<p>English Learners</p> <p>No Performance Color</p> <p>83.9 points below standard</p> <p>Declined Significantly -38.4 points</p> <p>15</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.6 points below standard</p> <p>Declined Significantly -30.2 points</p> <p>76</p>	<p>Students with Disabilities</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:

- 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.
- Socioeconomically Disadvantaged students show an equity gap with all students.

School and Student Performance Data

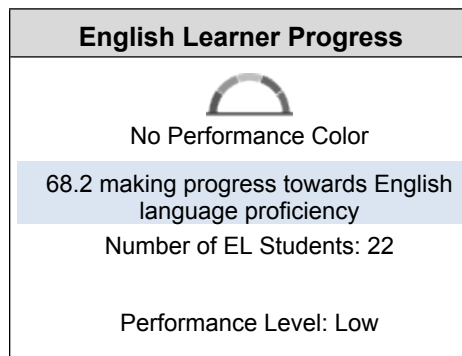
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
13.6	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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	143	100
African American		
American Indian or Alaska Native	1	0.7
Asian	5	3.5
Filipino	6	4.2
Hispanic	39	27.3
Native Hawaiian or Pacific Islander	2	1.4
White	81	56.6
Two or More Races	7	4.9
English Learners	2	1.4
Socioeconomically Disadvantaged	37	25.9
Students with Disabilities	6	4.2
Foster Youth	1	0.7
Homeless	3	2.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	28	19.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	20.5
Native Hawaiian or Pacific Islander		
White	12	14.8
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	6	16.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	99	69.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	27	69.2
Native Hawaiian or Pacific Islander		
White	57	70.4
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	23	62.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	39	27.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	11	28.2
Native Hawaiian or Pacific Islander		
White	24	29.6
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	13	35.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The College/Career Ready indicator is green for OA students overall, with the mark of 68% prepared sufficient for a 8.3% increase. The Socioeconomically Disadvantaged (62.1% prepared) and White (68.8% prepared) subgroups increased significantly.
2. 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

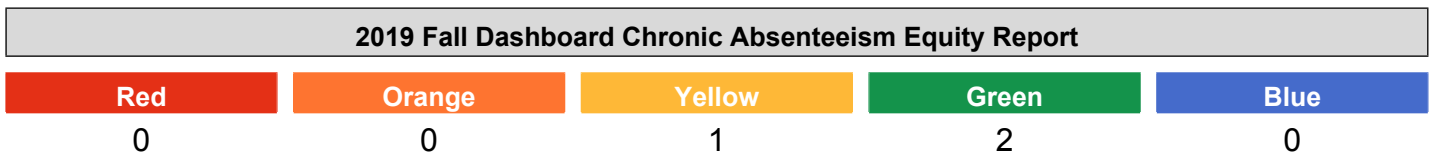
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.6 Increased +0.5 197	<p>English Learners</p>  No Performance Color 6.7 Increased +6.7 15	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p>Socioeconomically Disadvantaged</p>  Green 7.3 Declined -0.8 82	<p>Students with Disabilities</p>  No Performance Color 4.2 Increased +0.6 24

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. OAHS has 19% of students qualifying as chronically absent.
2. Students who were Homeless, socioeconomically disadvantaged, and English Learners showed an equity gap with all students, as their rating is lower than the overall Chronic Absenteeism rating. These students are chronically absent and this mark increased from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	143	134	0	93.7
English Learners	2		0	
Foster Youth	1		0	
Homeless	3		0	
Socioeconomically Disadvantaged	37	35	0	94.6
Students with Disabilities	6		0	
African American				
American Indian or Alaska Native	1		0	
Asian	5		0	
Filipino	6		0	
Hispanic	39	38	0	97.4
Native Hawaiian or Pacific Islander	2		0	
White	81	77	0	95.1
Two or More Races	7		0	

Conclusions based on this data:

1. This continues to be a strong category for Orcutt Academy High School. The Graduation Rate indicators for all students (99.97% of whom graduated) and for all subgroups are blue. All Hispanic and Socioeconomically Disadvantaged students graduated, and White students graduated at a 99.97% rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

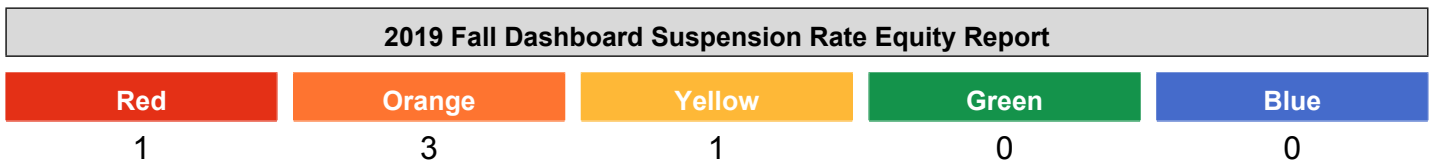
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 3.2 Increased +1.4 833	<p>English Learners</p> No Performance Color 7.1 Increased +3.1 28	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p> Orange 4.4 Increased +1.2 251	<p>Students with Disabilities</p> Red 8.6 Increased +4.8 70

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:

- The Suspension Rate at OAHS for 2021-22 was a solid 1.6%
- Many of the suspensions in 2021-22 were related to tobacco use and vaping. As a response, the high school worked with a Fighting Back Santa Maria Valley as well as CADA through UCSB to help educate students that had committed offenses in lieu of suspension from school.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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>CAASPP Assessments in English/language arts</p>	<p>E/LA proficiency increased by 5% overall and in each subgroup</p>	<p>2022 CAASPP E/LA Results (% proficient or above) 63.3% overall</p> <p>Grade level results: 42% of 3rd graders 22% of 4th graders 56% of 5th graders 43% of 6th graders 55% of 7th graders 59% of 8th graders 72% of 11th graders</p> <p>Subgroup results: Socioeconomically disadvantaged: 53.97% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup</p> <p>These results serve as a new baseline moving forward.</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</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts. TOSAs focused on supporting teachers with utilization of essential components of adopted texts and with pacing.</p> <p>Although OAK-8 has been running a full-day</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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 paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning.</p> <p>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</p>	<p>kindergarten for years, the site's TK/K class was provided an instructional assistant in 2021-2022 in association with the districtwide implementation of full-day K. This helped lower the adult-student ratio during core E/LA Instructional time.</p> <p>At OAK-8, English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum.</p> <p>OAHS successfully implemented an English Support course for English Learners. The course featured ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience) curriculum as well as ERWC (Expository Reading and Writing Curriculum) Supplemental material.</p> <p>OAHS English teachers focused their work on collaborating around vertical articulation of curriculum and textbook usage.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Development (ELD) for English Learners. Imagine Learning will be emphasized as a tool for designated ELD.</p> <p>OAHS English teachers will continue their work on collaborating around vertical articulation of curriculum and textbook usage.</p>			
<p>B. Progress Monitoring</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>At OAK-8, NWEA testing and Acadience Reading assessments returned to a normal administration schedule in 2021-2022. NWEA and Acadience results were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps such as targeted instruction, intervention, enrichment, and more.</p> <p>Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discussed targeted instruction, unpacked essential standards, designed common formative assessments, completed PDSAs, and planned collaboratively for instruction.</p> <p>The high school administered the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p> <p>OAHS will continue the following intervention activities:</p> <ul style="list-style-type: none"> • After-school homework assistance program three days a week • After-school Peer Tutoring four days a week • SPIN (Specialized Instruction) Program in which students 	<p>At OAK-8, the SIPPS reading intervention program resumed to an in-person format during 2021-2022. With 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. SIPPS teachers kept detailed Plan Do Study Act (PDSA) data on how students were progressing in SIPPS.</p> <p>OAHS executed the following intervention activities:</p> <ul style="list-style-type: none"> • After-school homework assistance program three days a week • OAHS did not have the staffing to support After-school Peer Tutoring four days a week 	<p>OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15,000</p> <p>Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 28,000</p> <p>Salaries of afterschool tutoring teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,000</p>	<p>OA portion of a district TOSA 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,126</p> <p>Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30,901</p> <p>Salaries of afterschool tutoring teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,599</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.</p>	<ul style="list-style-type: none"> • SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support had access to a weekly session of reteaching, extra help, or other special instruction. 		

Analysis

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

All of the actions stated here were implemented in 2021-2022. Teachers worked to implement an accelerated learning model in which, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Pacing underpins acceleration, and teachers have worked with each other and with the support of TOSAs on lesson pacing so grade level standards are fully covered and learned. Weekly PLC meetings and after school 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 well, although due to the shortfall of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. Additionally, after school homework assistance and SPIN at the high school were successful at targeting necessary supports.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8, 11) show that students generally are performing at levels very close to where they were prior to the pandemic in Spring 2019. Meanwhile, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in English/language arts during the 2021-2022 school year. (Report on school results on NWEA.)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures for the TOSA, for hourly support teachers at OAK-8, and for afterschool tutoring teachers at OAHS came in above projection due to negotiated 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 influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in English/language arts, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful. Another improvement for 2022-2023 will be to work as possible on keeping hourly support teachers in place so SIPPS intervention can maintain momentum. Additionally, it will be imperative to maximize After School Homework Assistance, Peer Tutoring, and SPIN in support of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
<p>CAASPP Assessments in mathematics</p>	<p>Math proficiency increased by 5% overall and in each subgroup</p>	<p>2022 CAASPP Math Results (% proficient or above) 44.8% overall</p> <p>Grade level results: 49% of 3rd graders 49% of 4th graders 43% of 5th graders 30% of 6th graders 62% of 7th graders 50% of 8th graders 42% of 11th graders</p> <p>Subgroup results: Socioeconomically disadvantaged: 23.44% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup</p> <p>These results serve as a new baseline moving forward.</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</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6-8 and in Algebra 1, Geometry, and Algebra 2 at OAHS). Zearn/Eureka Math has been utilized as</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</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</p>	<p>supplemental curriculum in order to differentiate for students who need intervention or enrichment.</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. Games and activities recommended by Douglass were emphasized in Summer School offerings for students in grades 1-6 this past summer.</p> <p>TOSAs continue to support classroom teachers with implementation of the math curriculum and use of Zearn/Eureka Math. TOSAs offered some afterschool professional development sessions on the subject.</p> <p>The TK/K combination class at OAK-8 was provided an instructional assistant (see Annual Review and Update for Goal 1) who helped lower the staff-to-student ratio for core instruction.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>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).</p>			
<p>B. Progress Monitoring</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</p>	<p>At OAK-8, NWEA testing returned to a normal administration schedule in 2021-2022. NWEA results in mathematics were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps such as targeted instruction, intervention, enrichment, and more.</p> <p>At the high school, a site-based TOSA continued to assist Math Department colleagues with curriculum, instruction, assessment, and intervention.</p> <p>The high school Math Department continued to utilize a department-created common formative assessment to track progress in math in grades 9-12.</p> <p>The high school administered the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in</p>	<p>Salary for OAHS math TOSA</p> <p>All other expenses listed under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 16,000</p>	<p>Salary for OAHS math TOSA</p> <p>All other expenses listed under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,971</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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 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>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>OAHS will continue the following intervention activities:</p>	<p>At OAK-8, Zearn/Eureka Math emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.</p> <p>OAHS continued the interventions described at left. The SPIN Program continued to be a valued venue for academic support. Students could be "drafted" by teachers to participate in SPIN</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"> • 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. 	<p>instruction, and students also could self-select to participate. Afterschool math support in Algebra 1, Geometry, and Algebra 2 also was instrumental for many 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 2021-2022. Throughout the school year, teachers worked hard to deliver quality math instruction on an accelerated pace whereby, rather than slowing the pace of instruction to accommodate students below standard, they quickly reviewed foundational skills while proceeding with grade-level instruction. Teachers also worked to integrate counting activities, number talks, math games, and other strategies recommended by district math consultant Michele Douglass. Zearn/Eureka Math was relied on by many teachers as a vehicle for intervention or enrichment. Because it is an online curriculum, Zearn could be assigned as independent work for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The results of Spring 2022 CAASPP math testing show that students in grades 3-8, and grade 11 generally are performing at lower levels than they were before the pandemic in Spring 2019. This points to the need to continue to emphasize math instruction in 2022-2023. That said, Spring 2022 NWEA testing showed that most students were able to make satisfactory progress in math during the 2021-2022 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The expenditure for the OAHS math TOSA came in above projection due to negotiated salary increases. The OAHS Math Department did not need additional funding to implement its math assessments.

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.

Math is not just a school, but a districtwide, focus area. Following are key elements we are working to have established in classrooms: (1) teachers following an acceleration model for instruction; (2) students utilizing manipulatives and digital manipulatives to build conceptual understanding; (3) students building number sense with mental math fostered by number talks, daily counting, mental math strategies, and fluency games; (4) students using mathematical tools, especially the Desmos online scientific calculator for grades 6-12; and (5) teachers assigning Zearn/Eureka Math to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023.

As stated for Goal 1, the influx of newer, younger teachers underscores the importance of revisiting protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in mathematics, and we want to make sure all teachers are trained in processes for generating and analyzing data and identifying next steps for classroom instruction, academic intervention, and academic enrichment. Professional development in PLC protocols in 2022-2023 will be helpful.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
<p>Overall attendance rates Rates of chronic absenteeism</p>	<p>Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup</p>	<p>Overall attendance was 91.67% at OAHS, 90.83% at OAK-8 (goal not met).</p> <p>Chronic absenteeism at OAHS was 19.36% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none"> • Low-income students = 29.03% • Students with disabilities = 28.89% • English Learners = 30.80% • Foster youth = 33.33% • Homeless youth = 0% <p>Chronic absenteeism at OAK-8 was 26.09% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none"> • Low-income students = 33.33% • Students with disabilities = 19.05% • English Learners = 40.00% • Foster youth = 0% • Homeless youth = 0% <p>Goals for chronic absenteeism were not met.</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</p>	<p>School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to students and parents throughout the 2021-2022</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>school that celebrates school attendance and recognizes attendance through incentives and recognition.</p>	<p>school year. That said, student attendance was greatly hampered by something out of the school's control: the continuation of COVID-19, several flare-ups of cases, and quarantining requirements which had many students out of school for more than a week at a time. As possible, teachers and office staff worked hard to recoup attendance credit by having students do short-term independent study assignments.</p>		
<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.</p> <p>Utilize parent letters and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).</p>	<p>Truancy and School Attendance Review Board (SARB) processes returned to a more normal routine in 2021-2022, as the County District Attorney's Office and SARB were willing to hold accountable the families of students with significant attendance issues. Letters for excessive absenteeism (>10% excused absences) were not as pertinent in light of the many extended absences associated with COVID-19 cases.</p>		

**Planned
Strategy/Activity**

**Actual
Strategy/Activity**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

We were faithful to the action plan and worked hard to support positive attendance. But the protraction of COVID-19 well into the school year put a sizeable dent in school and district attendance rates. Most parents and families want to have their children in school but COVID cases and the associated quarantine requirements kept many students off campus for long stretches of time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Processes for truancy notification and referrals to SARB were generally effective in prompting families of students with low attendance rates to demonstrate improvement. Schools appreciated the County District Attorney's more assertive stance toward truancy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our school and school district will remain focused on attendance in 2022-2023. Truancy notification and SARB processes will continue to be in place. The district has added community liaison support, so this will help with family engagement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 outcomes from October 2021 were as follows (reported in % agreeing or strongly agreeing with survey prompts):</p> <p>OAHS</p> <p>Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> • 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% • Believe they will be a success, 81% <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> • School staff communicate with parents about what is happening at the school, 85% • Teachers communicate with parents about what students are expected to learn, 72% • Parents feel welcome to be involved in the school, 67% • There is someone at school to talk to about a problem or concern, 75% • School staff take parent concerns seriously, 64% 	<p>Outcomes from October 2022 were as follows (reported in % agreeing or strongly agreeing with survey prompts):</p> <p>OAHS</p> <p>Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> • Really care about them, 76% (goal met) • Notice when they are not there, 71% (goal met) • Listen to them when they have something to say, 78% (goal met) • Are there for them when they have a problem or concern, 76% (goal not met) • Believe they will be a success, 78% (goal not met) <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> • School staff communicate with parents about what is happening at the school, 88% (goal met) • Teachers communicate with parents about what students are expected to learn, 80% (goal met) • Parents feel welcome to be involved in the school, 81% (goal met) • There is someone at school to talk to about a problem or concern, 83% (goal met) • School staff take parent concerns seriously, 71% (goal met) <p>OAK-8</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>OAK-8</p> <p>Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> • 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% • Believe they will be a success, 90% <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> • 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% • School staff take parent concerns seriously, 83% 	<p>Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> • Really care about them, 83% (goal not met) • Notice when they are not there, 64% (goal not met) • Listen to them when they have something to say, 64% (goal not met) • Are there for them when they have a problem or concern, 61% (goal not met) • Believe they will be a success, 78% (goal not met) <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> • School staff communicate with parents about what is happening at the school, 86% (goal met) • Teachers communicate with parents about what students are expected to learn, 91% (goal met) • Parents feel welcome to be involved in the school, 74% (goal met) • There is someone at school to talk to about a problem or concern, 94% (goal met) • School staff take parent concerns seriously, 77% (goal not met)

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>Team building and lessons in</p>	<p>At the outset of the school year the school worked to provide students a warm welcome back to full-time in-person instruction. Special greetings were planned on the first day of school, and teachers worked to bond with each individual student in Spartan Homeroom at</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>social/emotional learning will be planned for Spartan Homeroom at OAHS and for student "families" at OAK-8.</p> <p>The district will provide professional development on the topic of trauma-informed practice in schools.</p>	<p>OAHS and student "families" at OAK-8.</p> <p>Parent-teacher conferences and Back to School Night needed to follow a virtual format in Fall 2021, but by the end of the school year events such as Open House Night and Spartan Showcase were able to return to being in-person. The turnout at Open House Night and Spartan Showcase and at both schools' graduations was strong, and families were excited to be back on campus.</p> <p>Community liaisons worked throughout the year to keep families of English Learners connected to the school and their children's classrooms.</p> <p>The district did not adopt SEE Learning during the 2021-2022 school year. That said, the district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The school and teachers also planned one-off activities that focused on pertinent topics such as kindness and empathy.</p>		
<p>B. Support for Families</p>	<p>Communication with families continued, primarily via the Parent</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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 provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>Square communication platform. The school and district worked to improve their websites. The district highlighted school events and student achievements on its Facebook page. The high school Instagram continued to showcase student life.</p> <p>The district did not offer parent education nights but did post on its website several Screencastify videos for parents that explained topics such as math acceleration and Outdoor School. The district also promoted several parent education offerings provided by Fighting Back Santa Maria Valley and the National Association on Mental Illness.</p>		

Analysis

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

Aside from SEE Learning and parent education nights, the action plan was implemented as planned. Overall, the school worked hard in 2021-2022 to re-establish a sense of community on campus, and the school year ended happily with a well attended Open House Night/Spartan Showcase and other successful school activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

At OAHS, student ratings vis a vis this goal were somewhat improved from 2021-2022 while parent ratings were notably improved. At OAK-8, student ratings declined notably on the prompts about noticing students when they are not there, listening to students, and the presence of someone at school to talk to about a problem. That said, parent ratings at OAK-8 improved across the board. Meanwhile, teachers responded well to district professional development on social/emotional topics and worked hard to be attuned to challenges students and families were facing. The school prioritized being responsive to student and family needs, and both students and parents expressed appreciation for this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district expects a full resumption of school and district events in 2022-2023. Starting the school year with an in-person Back to School Night and in-person parent-teacher conferences will set a personal tone. The district expects to implement SEE Learning during the 2022-2023 school year. The high school will begin to work with the Mental Health Student Services Act collaborative with the county in support of students and family wellness.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	<p>Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>Goal for Suspension Rate for 2021-2022: 0.5% Suspension Rate (total)</p> <p>Goal for Expulsion Rate 2020-2021: 0% Expulsion Rate (All Students)</p>	<p>In 2021-2022 the suspension rate at OAHS was 1.6%, with 9 total students suspended during the year (goal not met).</p> <p>Additionally, subgroups suspended were proportionate: Homeless: 0% Foster: 0% English Learner: 0%</p> <p>Socially economically disadvantaged: 3.23%</p> <p>There were no suspensions at OAK-8 (goal met).</p> <p>There were no expulsions at OAHS and OAK-8 (goal met).</p>

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, teachers will focus on establishing relationships and rapport with students. A "jump start" program will help incoming ninth graders to become acclimated to OAHS.</p> <p>OAK-8 will resume implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will revisit its</p>	<p>At the outset of the school year, teachers focused on establishing relationships and rapport with students. A "jump start" program helped incoming ninth graders to become acclimated to OAHS.</p> <p>OAK-8 resumed implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school revisited its rules/expectations along with neighbor school Olga Reed, and both schools</p>	<p>Incentives for PBIS 5000-5999: Services And Other Operating Expenditures Site Formula Funds 500</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>The district will provide professional development on the topic of trauma-informed practice in schools.</p>	<p>continued to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school continued to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>OAHS and OAK-8 continued to provide co-curricular and extracurricular activities to build community, teamwork, and leadership skills in students. These included athletics, clubs, and organizations. OAHS also implemented an eSports Program as a new, CIF-sanctioned interscholastic competitive offering for students.</p>		
<p>B. Social/Emotional Learning and Support</p> <p>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.</p>	<p>As stated in Annual Review and Update for Goal 4, the district did not adopt SEE Learning during the 2021-2022 school year. The district did bring in professional development on topics relevant to social/emotional learning. Doug Fisher presented on how to support students through the transition from distance to in-person learning. Kristen Miller presented on trauma-informed practice. The</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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>schools, teachers and counselors also planned special school and classroom activities and events that focused on pertinent topics such as kindness and empathy.</p> <p>The district implemented Securly, a system for monitoring students' online activity that immediately alerts school and district administrators when students engage in online activity (searches, email messages, and social media posts) that constitutes a threat, indicates depression or suicidal ideation, or delves into sexual or violent content. After receiving Securly alerts administrators and counselors are able to follow up with students.</p>		

Analysis

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

Implementation of this action plan did not include full-fledged practice of PBIS and the launch of SEE Learning. All other actions were applied.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Additional counseling for elementary students was much needed, as the school needed to respond to the difficulty many students experienced in transitioning back to full-time in-person instruction, a full-length school day, and relating to peers on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

PBIS incentives were not purchased in 2021-2022. As mentioned earlier, the focus this past school year was on classroom behavior systems over and above schoolwide systems.

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 next step for encouraging positive student behavior will be for the school to strengthen Tier 1 of PBIS by revisiting its matrix of behavioral expectations and possibly making changes to reflect current realities.

Additionally, the high school staff will be working together to set forth an official behavior matrix and emphasize behavior expectations and relationships. The district expects to implement SEE Learning in 2022-2023.

As stated in Annual Review and Update for Goal 4, the high school will begin to work with the Mental Health Student Services Act collaborative with the county in support of all students and families.

The high school will explore additional safety measures such as additional security cameras and the inclusion of "vape sensors" in the campus restrooms.

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	2022 CAASPP E/LA Results (% proficient or above) 63.3% overall Grade level results: 42% of 3rd graders 22% of 4th graders 56% of 5th graders 43% of 6th graders 55% of 7th graders 59% of 8th graders 72% of 11th graders Subgroup results: Socioeconomically disadvantaged: 53.97% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	Increase E/LA proficiency by 5%

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. The Educational Services Department and school principals 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 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.

In its new Virtual Learning Academy, OAHS will work to provide rigorous English/language instruction delivered via the Edgenuity online curriculum.

During the 2022-2023 school year, OAHS will work with Taft College to prepare to implement an English 101 (Freshman Composition: Exposition) concurrent enrollment course in 2023-2024.

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.

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

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	OA portion of a district Teacher on Special Assignment
Amount	36,000
Source	LCFF - Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries of hourly support teachers at OAK-8
Amount	15,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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	2022 CAASPP Math Results (% proficient or above) 44.8% overall Grade level results: 49% of 3rd graders 49% of 4th graders 43% of 5th graders 30% of 6th graders 62% of 7th graders 50% of 8th graders 42% of 11th graders Subgroup results: Socioeconomically disadvantaged: 23.44% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	Increase math proficiency by 5%

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 consultants Michele Douglass and Elizabeth Hammonds will continue to work with teachers on planning and presenting high quality Tier 1 (initial classroom) instruction, implementing an "acceleration" model (enrichment/intervention) for teaching math, building strong mathematical conceptual understanding at all levels, putting in place best practices to teach the math standards, and utilizing periodic progress monitoring and benchmark data to guide instructional decisions.

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.

The district's math pathway will be in place for students in need of acceleration. Qualifying OAK-8 eighth graders can take an online Algebra 1 course available through the district, thereby qualifying them to take Geometry in ninth grade.

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). Additionally, the math department will receive training in lesson design strategies that integrate technology and ensures all students access to the core curriculum, including the embedded digital tools available in curriculum adoptions.

In its new Virtual Learning Academy, OAHS will work to provide rigorous mathematics instruction delivered via the Edgenuity online curriculum.

During the 2022-2023 school year, OAHS will work with Taft College to prepare to implement a Math 123 (Elementary Statistics) concurrent enrollment course in 2023-2024.

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. Teachers will work together to coordinate SPIN sessions to target students who are struggling or need extra assistance. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, state CAASPP, and PSAT tests in math.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

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.

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.

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

Amount	200
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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>2021-2022 Attendance</p> <p>Overall attendance was 91.67% at OAHS, 90.83% at OAK-8.</p> <p>Chronic absenteeism at OAHS was 19.36% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none">• Low-income students = 29.03%• Students with disabilities = 28.89%• English Learners = 30.80%• Foster youth = 33.33%• Homeless youth = 0% <p>Chronic absenteeism at OAK-8 was 26.09% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none">• Low-income students = 33.33%	<p>Increase overall attendance to 95% or higher</p> <p>Reduce chronic absenteeism to 10% or lower</p>

Metric/Indicator	Baseline	Expected Outcome
	<ul style="list-style-type: none"> • Students with disabilities = 19.05% • English Learners = 40.00% • Foster youth = 0% • Homeless youth = 0% 	

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 2022 Student and Parent Surveys (reported in % agreeing or strongly agreeing with survey prompts): OAHS Student survey: There are adults at school who... <ul style="list-style-type: none"> • Really care about them, 76% • Notice when they are not there, 71% • Listen to them when they have something to say, 78% • Are there for them when they have a problem or concern, 76% • Believe they will be a success, 78% Parent survey: At my child's school ... <ul style="list-style-type: none"> • School staff communicate with parents about what is 	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

happening at the school, 88%

- Teachers communicate with parents about what students are expected to learn, 80%
- Parents feel welcome to be involved in the school, 81%
- There is someone at school to talk to about a problem or concern, 83%
- School staff take parent concerns seriously, 71%

OAK-8

Student survey:
There are adults at school who...

- Really care about them, 83%
- Notice when they are not there, 64%
- Listen to them when they have something to say, 64%
- Are there for them when they have a problem or concern, 61%
- Believe they will be a success, 78%

Parent survey:
At my child's school...

- School staff communicate with parents about what is happening at the school, 86%
- Teachers communicate with parents about what students are expected to learn, 91%
- Parents feel welcome to be involved in the school, 74%
- There is someone at school to talk to about a problem or concern, 94%
- School staff take parent concerns seriously, 77%

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 2022-2023 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 and other pertinent topics.

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

Principals, 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 add community liaison services at OAK-8 and OAHS so more family support can be provided.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

The high school will begin to work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness.

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	2021-2022 Suspension/Expulsion Data 1.6% of students were suspended at OAHS (9 total students). No students were suspended at OAK-8. No expulsions occurred at either site.	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.

The district will provide professional development on the topic of trauma-informed practice in schools, classroom behavioral systems, dealing with severe behaviors, Crisis Prevention Intervention, and other topics pertinent to this goal.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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. The high school staff will be working together to set forth an official behavior matrix and emphasize behavior expectations and relationships. The district expects to implement SEE Learning in 2022-2023.

As stated in Annual Review and Update for Goal 4, OAHS will begin to work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness. As of this writing, the collaborative is providing a half-day per week of mental health navigator services on site at OAHS.

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	51,700.00

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	51,200.00
Site Formula Funds	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,000.00
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	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	51,000.00
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
- 2 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
Matthew Gerber	Parent or Community Member
April Sargeant	Parent or Community Member
Crescencio "Chencho" Perez	Secondary Student
Elizabeth O'Leary	Secondary Student
Bridgette DePalma	Classroom Teacher
Genevieve Millin	Classroom Teacher
Isabel Riggs	Classroom Teacher
Joe Dana	Other School Staff
Josh Ostini	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 18, 2022.

Attested:

Principal, 9-12: Rhett Carter TK-8: Jared Banks on 10/18/2022

SSC Chairperson, April Sargeant on 10/18/2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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



For Board Meeting of November 9, 2022

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 6146.1

Background

As per guidance from the California School Boards Association, we are updating Board Policy 6146.1 on high school graduation requirements. The policy has been revised to reflect a new law, AB 101 (2021), that requires, beginning with the 2029-30 school year, a student to complete a one-semester course in ethnic studies to graduate from high school. The revised policy also reflects another new law, AB 181 (2022), that requires school districts to (1) exempt eligible students with disabilities from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements and award such students a high school diploma, and (2) notify the parents/guardians of eligible students of this exemption.

The policy also has been updated to move to the beginning of the policy students' obligation to complete statewide and Governing Board adopted graduation requirements unless exempted from local requirements, and include eligibility for students exempt from local requirements to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 6146.1 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board 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.

District students shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from District-Adopted Graduation Requirements," below. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete 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)

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~~ **Successful completion of an approved computer science course** that is classified as a "category c" course based on the "A-G" admission requirements for college admission, which may **shall** be counted toward **the satisfaction of** additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

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

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)

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)

Instruction

BP 6146.1 (b)

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. (Education Code 51225.3)

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)
7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

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.

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.~~

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Instruction

BP 6146.1 (c)

In addition, 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 a 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)~~

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

~~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)

Instruction

BP 6146.1 (d)

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)

Instruction

BP 6146.1 (e)

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
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)

Legal Reference

<i>State</i>	<i>Description</i>
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 220	Prohibition of discrimination
Ed. Code 47612	Average daily attendance 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	Parent/Guardian notifications
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	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Exemption for students with disabilities
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 and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51226.7	Model Curriculum in Ethnic Studies
Ed. Code 51228	Course of study; offerings and timely opportunity
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	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard
<i>Management Resources</i>	<i>Description</i>

Instruction

BP 6146.1 (f)

Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

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
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~~

Instruction

BP 6146.1 (g)

~~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~~

Policy Adopted: ~~12/15/2021~~ 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana

Assistant Superintendent of Educational Services



For Board Meeting of November 9, 2022

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 6158

Background

On August 11, 2022, we took to the Board a revision to Board Policy 6158 on independent study to reflect a new law, AB 181 (2022), that contains significant revisions to the sections of the Education Code pertaining to independent study. Because AB 181 was an omnibus budget trailer bill, it took effect immediately, and school districts were compelled to have their boards approve the new independent study requirements in time for the 2022-2023 school year. The update to BP 6158 from August was based on initial input from the California School Boards Association, and we noted at that time that additional changes may be needed when we receive CSBA's sample template.

Well, we recently received CSBA's sample template for BP 6158, and we do have more revisions to bring to you to align the policy with AB 181. To summarize, AB 181 does the following vis a vis independent study:

1. Encourages districts to consider offering more than one independent study model for short- and long-term placements when adopting policy
2. Changes the threshold for when tiered reengagement strategies are required to be implemented
3. Adds that tiered reengagement strategies procedures include local programs intended to address chronic absenteeism
4. Includes that the requirement to develop a plan to transition students whose families wish to return to in-person instruction applies to students who participate in independent study for at least 15 school days
5. Creates an exemption from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements for any student who is enrolled in classroom-based instruction and is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals
6. Specifies that a signed written/learning agreement be obtained before the student begins independent study for students participating in independent study for 15 school days or more, and within 10 school days of the first day of the student's enrollment for student participation of less than 15 school days, (for both traditional and course-based independent study)
7. Adds that for students with disabilities the certificated employee designated as having responsibility for the Special Education programming of the student is required to sign the written/learning agreement, (for both traditional and course-based independent study)

8. Includes that a student with disabilities may participate in a course-based independent study program if the student's individualized education program specifically provides for such participation

The policy also was updated to emphasize that no student may be required to participate in independent study.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 6158 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

INDEPENDENT STUDY

The ~~Board of Trustees~~ **Governing Board** authorizes independent study as an optional alternative instructional strategy for eligible student whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

~~(cf. 5147—Dropout Prevention)
(cf. 6011—Academic Standards)
(cf. 6143—Courses of Study)
(cf. 6146.1—High School Graduation Requirements)
(cf. 6146.11—Alternative Credits Toward Graduation)
(cf. 6200—Adult Education)~~

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study activities and/or opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, ~~a home-based format~~, and an online course.

~~(cf. 0420.4—Charter School Authorization)
(cf. 6181—Alternative Schools/Programs of Choice)~~

Student participation in independent study shall be voluntary **and no student shall be required to participate**. ~~Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747, 51749.5, 517949.6) 5 CCR 11700)~~

~~Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee.~~

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option ~~governed by Education Code~~ shall be three consecutive school days. ~~(Charter Schools are not required to follow this timeline).~~

INDEPENDENT STUDY

General Independent Study Requirements

~~For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)~~

~~For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.~~

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. ~~up to the termination date of the agreement.~~ **However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.**

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

INDEPENDENT STUDY

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (UC) or the California State University (CSU) as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students ~~who are~~ **participating in an independent study program for 15 school days or more who are:** (Education Code 51747)

~~1. Not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)~~ **than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar**

2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span

3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with

INDEPENDENT STUDY

health and social services as necessary

4. A clear standard for requiring a student-parent-educator conference to review a student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being

The Superintendent or designee shall, **for students who participate in an independent study program for 15 school days or more**, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. ~~This requirement only applies to students participating in an independent study program for 15 school days or more.~~ (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

~~The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district’s web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)~~

Upon the request of the parent/guardian of a student, **and before signing a written agreement as described below in the section “Master Agreement”**, ~~before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so~~, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, **and, if requested by the parent/guardian, an advocate**, ~~or their advocate~~ may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

~~For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.~~

INDEPENDENT STUDY

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; ~~5-CCR-11703~~)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The ~~manner, time, frequency, and place~~ ~~time, place and manner~~ for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

INDEPENDENT STUDY

10. Before the commencement of independent study **projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days**, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, **and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student** ~~and all persons who have direct responsibility for providing assistance to the student.~~

~~However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.~~

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with

INDEPENDENT STUDY

that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for all students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for all students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3

5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in **one or more** ~~an independent study courses-class~~ is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course- Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor.

INDEPENDENT STUDY

7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

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2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program.
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, ~~the agreement also shall include the a~~ statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.

INDEPENDENT STUDY

12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student’s parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph “caregiver” means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

~~However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student’s parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.~~

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

~~Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)~~

~~The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)~~

~~The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)~~

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

INDEPENDENT STUDY**Records for ~~Audit Purposes~~**

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file ~~electronically~~ **as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.**

INDEPENDENT STUDY**Program Evaluation**

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Legal Reference:*State*

5 CCR 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Emergency conditions and apportionments
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for independent study teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Interdistrict attendance computation
Ed. Code 47612-47612.1	Charter School Operation
Ed. Code 47612.5	Charter schools operations; general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51744-51749.6	Independent study
Ed. Code 52060	Local Control and Accountability Plan
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers
<i>Federal</i>	<i>Description</i>
20 USC 6301	Highly qualified teachers
20 USC 6311	State plan

INDEPENDENT STUDY

EDUCATION CODE

~~17289 Exemption for facilities~~

~~41976.2 Independent study programs; adult education funding 42238-
Revenue limits~~

~~42238.05 Local control funding formula; average daily attendance~~

~~44865 Qualifications for home teachers and teachers in special classes and schools~~

~~46200 46208 Instructional day and year~~

~~46300 46300.6 Methods of computing ADA~~

~~47612.5 Independent study in charter schools~~

~~48204 Residency~~

~~48206.3 Home or hospital instruction; students with temporary disabilities 48220-
Classes of children exempted~~

~~48340 Improvement of pupil attendance 48915-~~

~~Expulsion; particular circumstances~~

~~48916.1 Educational program requirements for expelled students~~

~~48917 Suspension of expulsion order~~

~~49011 Student fees~~

~~51225.3 Requirements for high school graduation~~

~~51745 51749.3 Independent study programs 56026-~~

~~Individuals with exceptional needs FAMILY CODE~~

~~6550 Authorization affidavits~~

CODE OF REGULATIONS, TITLE 5

~~11700 11703 Independent study 19819-~~

~~State audit compliance UNITED~~

STATES CODE, TITLE 20

~~6301 Highly qualified teachers COURT~~

DECISIONS

~~A.M. v. Albertsons, LLC, (2009) Cal.App.4th455 EDUCATION~~

AUDIT APPEALS PANEL DECISIONS

~~Lucerne Valley Unified School District, Case No. 03-02 (2005) Management Resources:~~

CDE PUBLICATIONS

~~Elements of Exemplary Independent Study~~

~~Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in
Secondary Schools, January 28, 2010~~

~~01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015 WEB~~

SITES

~~The School Superintendents Association (AASA): <https://aasa.org>~~

~~California Consortium for Independent Study: <http://www.ccis.org>~~

~~California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/ed/is>~~

~~Education Audit Appeals Panel: <http://www.eaap.ca.gov>~~

Policy Adopted: ~~08/11/21~~ 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of November 9, 2022

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 6164.2

Background

As per guidance from the California School Boards Association, we are updating Board Policy 6164.2 on guidance/counseling services to expand the Governing Board's philosophical statement to include student well-being, and to reflect a new law, AB 2508 (2022), that does the following:

1. Urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent counseling program within a Multi-Tiered Systems of Support framework
2. Revises the definition of "educational counseling"
3. Amends the legislative intent of the responsibilities of school counselors
4. Requires educational counseling to include specified postsecondary services
5. Revises the components that educational counseling is required and authorized to include

BP 6164.2 also has been updated to reflect a new law, AB 643 (2021), that encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 6164.2 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

Instruction**GUIDANCE/COUNSELING SERVICES**

The ~~Board of Trustees~~ [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

~~Governing Board~~ recognizes that a ~~structured, coherent and comprehensive counseling/guidance program can help~~ promotes academic achievement and growth, and serves the diverse needs of district students. ~~Students shall be encouraged to arrange a meeting with counseling staff to discuss academic, social or personal problems, and other issues that may impact student learning.~~ The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide direct school counseling, school psychology, school social work services to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of such positions shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services
2. Planning, implementing, and evaluating school counseling programs
3. Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement
4. Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies
5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet

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individual, group, and school community needs before, during, and after a crisis

6. Intervening to ameliorate school-related problems, including problems related to chronic absences and retention
7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict or bullying
8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
10. Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and public and private services
11. Engaging in continued development as a professional school counselor

Academic **Educational** and Career Counseling

~~The district's academic counseling program shall help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities) (cf.~~

~~0420—School Plans/Site Councils)~~

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

~~6011—Academic Standards)~~

~~(cf. 6020—Parent Involvement)~~

~~Counseling staff shall help all students plan for the future and become aware of their career~~

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~~potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.~~

~~(cf. 6030—Integrated Academic and Vocational Instruction) (cf. 6141.5—Advanced Placement)~~

~~(cf. 6143—Courses of Study)~~

~~(cf. 6146.1—High School Graduation Requirements) (cf. 6146.11—Alternative Credits Toward Graduation)~~

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

~~The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow up for all district students subject to compulsory continuation education. (Education Code 48431)~~

~~(cf. 6184—Continuation Education)~~

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program shall include academic counseling and postsecondary services, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
2. Optimizing progress towards achievement of proficiency standards and competencies
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes
4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to colleges and universities, standardized admissions tests, and financial aid
5. High-quality career programs at all grade levels in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success

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- c. Developing work self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life
- d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
- e. Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers, the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities
- f. Understanding the need to develop essential employable skills and work habits
- g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their peers, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for students who fail to meet graduation requirements to continue with their education.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities. **BP 6164.2(e)**

In addition, counselors shall affirmatively explore with a student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

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Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (20 USC 7908; 10 USC 503; Education Code 49603)

(cf. 5125.1—Release of Directory Information)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

Supplemental School Counseling Programs for Students in Grades 7—12

~~The Board adopted supplemental school counseling program for students in grades 7–12 shall be delivered by personnel who hold a valid pupil personnel services credential. The district’s program shall provide for: (Education Code 52378)~~

- ~~1. An individualized review of academic and department records.~~
- ~~2. An individualized review of the career goals of students, and the available academic and career technical education opportunities and community and workplace experiences available to students to support their goals.~~
- ~~3. An opportunity for a counselor to meet with students and, if practicable the parent/guardian, to discuss available educational and career technical options.~~
- ~~4. Specialized counseling services for students identified as at risk.~~

(cf. 6162.52—High School Exit Examination) (cf. 6179—Supplemental Instruction)

Personal or Mental Health Counseling

~~Counseling staff may identify and work with students whose personal problems may prevent them from functioning up to their potential. A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations or health care providers that offer qualified professional assistance. with substance abuse, physical or emotional problems, or other personal problems.~~

(cf. 1020—Youth Services)

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~~(cf. 5113—Absences and Excuses) (cf. 5113.1—Truancy)
(cf. 5131.6—Alcohol and Other Drugs) (cf. 5137—Positive School Climate)
(cf. 5138—Conflict Resolution/Peer Mediation)
(cf. 5141.4—Child Abuse Prevention and Reporting) (cf. 5145.9—Hate Motivated Behavior)
(cf. 5147—Dropout Prevention) (cf. 5149—At Risk Students)
(cf. 6164.5—Student Success Teams)~~

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

~~Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.~~

~~(cf. 5125—Student Records)
(cf. 5022—Student and Family Privacy Rights)~~

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

GUIDANCE/COUNSELING SERVICES**Teacher-Based Advisory Program**

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

Legal Reference:

EDUCATION CODE

~~221.5 Prohibited sex discrimination~~

~~37254 Supplemental instruction based on failure to pass exit exam by end of grade 12~~

~~41505-41508 Pupil Retention Block Grant~~

~~48431 Establishing and maintaining high school guidance and placement program~~

~~49600-49604 Educational counseling~~

~~51250 School age military dependents 51513-~~

~~Personal beliefs~~

~~52378-52380 Supplemental School Counseling Program~~

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

~~48431.6 Tenth grade counseling program~~

PENAL CODE

~~11166-11170 Reporting known or suspected cases of child abuse~~

CODE OF REGULATIONS, TITLE 5

~~4930-4931 Counseling~~

UNITED STATES CODE, TITLE 10

~~503 Military recruiter access to directory information~~

UNITED STATES CODE, TITLE 20

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

~~7908 Armed forces recruiter access to students and student recruiting information~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~99.1-99.67 Family educational rights and privacy~~

Management Resources:

WEB SITES

~~American School Counseling Association: <http://www.schoolecounselor.org> California~~

~~Association of School Counselors: <http://www.schoolecounselor-ca.org> California~~

~~Department of Education: <http://www.ede.ca.gov>~~

~~U.S. Department of Education, access to military recruiters:-~~

~~<http://www.ed.gov/policy/gen/guid/fpeo/hottopics/ht10-09-02.html>~~

Legal References

State

5 CCR 4930-4931

5 CCR 80049-80049.1

5 CCR 80632-80632.5

Description

Counseling

Pupil Personnel Services credential

Preparation programs for Pupil Personnel Services

Instruction

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Ed. Code 221.5	Equal opportunity
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 48431	Establishing and maintaining high school guidance and placement program
Ed. Code 49600-49604	Educational counseling
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51513	Personal beliefs
Fam. Code 6920-6930	Consent by minor for medical treatment
Gov. Code 6254	Exemption for personnel records if invasion of personal privacy
H&S Code 124260	Mental health services; consent by minors age 12 and older
Lab. Code 3074.2	College and career fairs; notice to apprenticeship programs
Pen. Code 11166-11170	Reporting known or suspected cases of child abuse
W&I Code 5850-5883	Mental Health Services Act
<i>Federal</i>	<i>Description</i>
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
<i>Management Resources</i>	<i>Description</i>
CA Dept. of Ed.	
Publication	California Results-Based School Counseling and Student Support Guidelines, 2007
Website	California Division of Apprenticeship Standards
Website	CSBA District and County Office of Education Legal Services
Website	California Association of School Counselors
Website	American School Counselor Association
Website	U.S. Department of Education, access to military recruiters
Website	Commission on Teacher Credentialing
Website	California Department of Education

Policy Adopted: ~~3/11/09~~ 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of November 9, 2022

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 6178

Background

As per guidance from the California School Boards Association, we are updating Board Policy 6178 on career and technical education to reflect one new law, AB 101 (2021), that no longer authorizes a course in career technical education to serve as an alternative to the visual or performing arts or world language course requirement for high school graduation; and to reflect another new law, AB 643 (2021), that encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 6178 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

Career Technical Education

The ~~Charter School Board of Directors~~ **Governing Board** desires to provide a comprehensive career technical education (CTE) program in ~~grades 9-12~~ **the secondary grades** which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. ~~The program shall include a rigorous academic component and provide students with practical experience and understanding of all aspects of an industry.~~

~~(cf. 6143—Courses of Study)~~

~~(cf. 6200—Adult Education)~~

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand **occupations by providing a rigorous academic component and practical experience in all aspects of an industry.** CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, ~~K-14 Career Education offerings~~, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The ~~Board of Directors~~ **Board** shall review and approve all district plans and applications for the use of **district**, state and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

~~(cf. 6011—Academic Standards)~~

~~(cf. 6141—Curriculum Development and Evaluation)~~

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. CTE courses approved for these purposes shall be equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities.

Career Technical Education

~~He/she~~ **The superintendent or designee** shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

~~(cf. 1700—Relations Between Private Industry and the Schools)~~

~~(cf. 5113.2—Work Permits)~~

~~(cf. 6178.1—Work Based Learning)~~

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

~~(cf. 6172.1—Concurrent Enrollment in College Classes)~~

~~The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)~~

~~The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the student's career goals.~~

~~Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)~~

~~To the extent required by law, the Superintendent or designee shall invite the participation of private school students in CTE programs supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins). (20 USC 2397)~~

~~The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.~~

~~When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)~~

Career Technical Education

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. ~~He/she~~ **The Superintendent or designee** shall also provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

~~(cf. 4112.2—Certification)~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4331—Staff Development)~~

The ~~Charter High School~~ **Superintendent or designee** shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

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

~~(cf. 6164.2—Guidance/Counseling Services)~~

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

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

~~(cf. 3440—Inventories)~~

~~(cf. 3512—Equipment)~~

~~(cf. 7110—Facilities Master Plan)~~

The Superintendent or designee shall annually report to the Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation rates. Data shall be disaggregated by program and various student subgroups. Based on such data, the Board shall determine the need for program improvements and update the goals in the district's local control and accountability plan as necessary.

~~(cf. 0500—Accountability)~~

~~(cf. 6162.5—Student Assessment)~~

~~(cf. 6162.51—State Academic Achievement Tests)~~

~~(cf. 6190—Evaluation of the Instructional Program)~~

Nondiscrimination

~~Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to~~

Career Technical Education

~~admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)~~

Advisory Committee

~~The Board shall appoint a CTE advisory committee will develop recommendations on the district's CTE program and will serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Department of Employment Development. (Education Code 8070)~~

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

~~This committee may be expanded to include parents/guardians, representatives of labor organizations, representatives of special populations, and other interested individuals in order to involve them in the development, implementation, and evaluation of CTE programs funded through the federal Carl D. Perkins Career and Technical Education Act.~~

Program Evaluation

~~The Board shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

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

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

~~At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)~~

Legal Reference:

State Description

5 CCR 10070-10075	Work experience education
5 CCR 10080-10092	Community classrooms
5 CCR 10100-10111	Cooperative vocational education
5 CCR 11500-11508	Regional occupational centers and programs
5 CCR 11535-11538	Career technical education contracts with private postsecondary schools
5 CCR 11610-11611	Regional adult and vocational education councils
5 CCR 1635	Credit for work experience education

Instruction

BP 6178 (g)

Career Technical Education

5 CCR 3051.14	Specially designed career technical education for students with disabilities
8 CCR 200-240	Apprenticeships
Ed. Code 1205	Classification of counties
Ed. Code 17078.70-17078.72	Career technical education facilities
Ed. Code 33430-33432	Health science and medical technology grants
Ed. Code 35168	Inventory of equipment
Ed. Code 41540-41544	Targeted instructional improvement block grant
Ed. Code 44257.3	CTC recognition of study in linked learning teaching methods
Ed. Code 44260-44260.1	Designated subjects career technical education credential
Ed. Code 44260.9	Designated subjects career technical education credential
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 51220-51230	Course of study for grades 7-12
Ed. Code 51760-51769.5	Work experience education
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52300-52499.66	Career technical education
Ed. Code 52519-52520	Adult education; occupational training
Ed. Code 53010-53016	California Career Pathways Trust
Ed. Code 53020-53025	Golden State Pathways Program
Ed. Code 53070-53076.4	The California Career Technical Education Incentive Grant Program
Ed. Code 53086	California Career Resource Network
Ed. Code 54690-54699.1	California Partnership Academies
Ed. Code 54750-54760	California Partnership Academies; green technology and goods movement occupations
Ed. Code 56363	Related services for students with disabilities; specially designed career technical education
Ed. Code 66205.5-66205.9	Approval of career technical education courses for admission to California colleges
Ed. Code 8006-8155	Career technical education
Ed. Code 88500-88551	Community college economic and workforce development program
Gov. Code 54950-54963	The Ralph M. Brown Act
Lab. Code 3070-3099.5	Apprenticeships
Lab. Code 3110-3112.1	Apprenticeship Innovation Funding Program
Lab. Code 3120-3122.4	Youth Apprenticeship
<i>Federal</i>	<i>Description</i>
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act
20 USC 6301-6578	Improving the Academic Achievement of the Disadvantaged
34 CFR 100	Appendix B Guidelines for eliminating discrimination in career technical education programs
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.61	Discrimination on the basis of sex, effectuating Title IX
<i>Management Resources</i>	<i>Description</i>
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, January 2013
California Department of Education Publication	Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007
California Department of Education Publication	Multiple Pathways to Student Success: Envisioning the New California High School, 2010

Career Technical Education

CSBA Publication	The Linked Learning Approach to High School Reform, Governance Brief, January 2014
CSBA Publication	A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Vocational and Adult Education
Website	U.S. Department of Labor, Bureau of Labor Statistics
Website	California Department of Education, Career Technical Education
Website	California Department of Employment Development
Website	California Workforce Development Board
Website	Association for Career and Technical Education
Website	California Association of Regional Occupational Centers and Programs
Website	California Career Resource Network
Website	California Department of Industrial Relations
Website	University of California, A-G Course Submissions
Website	Commission on Teacher Credentialing
Website	CSBA

EDUCATION CODE

~~1205 Classification of counties~~
~~8006-8155 Career technical education~~
~~17078.70-17078.72 Career technical education facilities-~~
~~33430-33432 Health science and medical technology grants~~
~~35168 Inventory of equipment~~
~~41540-41544 Targeted instructional improvement block grant~~
~~44257.3 CTC recognition of study in linked learning teaching methods-~~
~~44260-44260.1 Designated subjects career technical education credential-~~
~~44260.9 Designated subjects career technical education credential~~
~~48430 Legislative intents; continuation education schools and classes-~~
~~48980 Parental notifications~~
~~51220-51229 Courses of study, grades 7-12-~~
~~51760-51769.5 Work experience education~~
~~52060-52077 Local control and accountability plan-~~
~~52300-52499.66 Career technical education~~
~~52519-52520 Adult education, occupational training-~~
~~53010-53016 California Career Pathways Trust~~
~~53070-53076.4 The California Career Technical Education Incentive Grant Program-~~
~~53086 California Career Resource Network~~
~~54690-54699.1 California Partnership Academies~~
~~54750-54760 California Partnership Academies, green technology and goods movement occupations-~~
~~56363 Related services for students with disabilities; specially designed career technical education-~~
~~66205.5-66205.9 Approval of career technical education courses for admission to California colleges-~~
~~88500-88551 Community college economic and workforce development program~~

GOVERNMENT CODE

~~54950-54963 Brown Act-~~

LABOR CODE

~~3070-3099.5 Apprenticeships~~

CODE OF REGULATIONS, TITLE 5

~~1635 Credit for work experience education~~
~~3051.14 Specially designed career technical education for students with disabilities-~~
~~10070-10075 Work experience education~~
~~10080-10092 Community classrooms~~
~~10100-10111 Cooperative vocational education~~

Career Technical Education

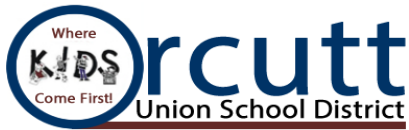
~~11500-11508 Regional occupational centers and programs~~
~~11535-11538 Career technical education contracts with private postsecondary schools~~
~~11610-11611 Regional adult and vocational education councils~~
~~CODE OF REGULATIONS, TITLE 8~~
~~200-240 Apprenticeships~~
~~UNITED STATES CODE, TITLE 20~~
~~2301-2414 Strengthening Career and Technical Education for the 21st Century Act~~
~~6301-6578 Improving the Academic Achievement of the Disadvantaged~~
~~CODE OF FEDERAL REGULATIONS, TITLE 34~~
~~100 Appendix B Guidelines for eliminating discrimination in career technical education programs~~
~~104.1-104.39 Section 504 of the Rehabilitation Act of 1973~~
~~106.1-106.61 Discrimination on the basis of sex, effectuating Title IX~~

Management Resources:

~~CSBA PUBLICATIONS~~
~~A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014~~
~~The Linked Learning Approach to High School Reform, Governance Brief, January 2014~~
~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~
~~California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, January 2013~~
~~Multiple Pathways to Student Success: Envisioning the New California High School, 2010~~
~~Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007~~

WEB SITES

~~CSBA: <http://www.csba.org>~~
~~Association for Career and Technical Education: <http://www.acteonline.org>~~
~~California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>~~
~~California Career Resource Network: <http://www.californiacareers.info>~~
~~California Department of Education, Career Technical Education: <http://www.ede.ca.gov/ci/ct>~~
~~California Department of Employment Development: <http://www.edd.ca.gov>~~
~~California Department of Industrial Relations: <http://www.dir.ca.gov>~~
~~California Workforce Development Board: <http://www.ewdb.ca.gov>~~
~~Commission on Teacher Credentialing: <http://www.ctc.ca.gov>~~
~~University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions~~
~~U.S. Department of Education, Office of Vocational and Adult Education: <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>~~
~~U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>~~



Human Resources

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO: Board of Trustees
Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Accept 2022/2023 Initial Collective Bargaining Proposal from California School Employees Association and it's Orcutt Chapter #255

BACKGROUND: California School Employees Association has presented the Board with their initial proposal for negotiations for the 2022/2023 school year. The initial proposal is attached.

FINANCIAL CONSIDERATIONS: The financial impact will be determined by the final agreement reached between the District and California School Employees Association

RECOMMENDATION: It is recommended that the Board of Trustees accept the initial proposal for negotiations for the 2022/2023 school year from California School Employees Association.

ATTACHMENT: Initial Proposal

**PROPOSAL
FOR THE 2022-2023 REOPENING
OF THE AGREEMENT
TO THE
ORCUTT UNION SCHOOL DISTRICT
FROM THE
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION
AND IT'S
ORCUTT CHAPTER #255**

November 9, 2022

The California School Employees Association and its Orcutt Chapter #255 (“CSEA”) proposes to continue all the provisions of our current Agreement with the Orcutt Union School District (“Employer”) except as may be modified in negotiations through mutual exploration of the parties’ respective interests in the following regards:

ARTICLE 6: GRIEVANCE PROCEDURE

CSEA has an interest in additional steps to the grievance procedure up to and including binding arbitration

ARTICLE 15: COMPENSATION

Negotiate a fair and equitable enhancement to the Salary Schedule and the District’s contribution to the Health & Welfare Premiums.

Article 9.4: JOB OPENINGS

CSEA is seeking to clarify languages around employees being promoted and temporarily assigned (Article 9.4.5) and to ensure that this article continues to encourage members to seek professional advancement and to fill necessary open positions.

CSEA also acknowledges that there may be a need to renumber and correct incorrect grammar and spelling during negotiations.

CSEA Chapter 255 is enthusiastic about working with the Employer to achieve successful negotiation that benefits the Association members and improves the services to the students and community.

With Respect,
Shirley Juarez



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

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District Superintendent

JOE DANA

Assistant Superintendent

SUSAN SALUCCI

Assistant Superintendent

SANDY KNIGHT

Assistant Superintendent

TO: Board of Trustees

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Revision of Board Policy 4030 – Nondiscrimination in Employment

BACKGROUND: Policy updated to make a minor revision by adding a note which reflects NEW COURT DECISION (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights.

FINANCIAL CONSIDERATIONS:

NONE

RECOMMENDATION: It is recommended that the Board of Trustees approve the Revised Board Policy 4030 for a first reading and that it be placed on the next Consent Agenda for the second reading.

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, gender, sex, sexual orientation, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
 - c. Requiring medical or psychological examination of a job applicant, or an inquiry into

whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

- d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any to be provided to the employee.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination or harassment or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee or nonemployee, shall report the incident to the Superintendent or designated coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated.

(Government Code 12946)

State

2 CCR 11006-11086: Discrimination in employment
2 CCR 11023: Harassment and discrimination prevention and correction
2 CCR 11024: Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028: National origin and ancestry discrimination
5 CCR 4900-4965: Nondiscrimination in elementary and secondary education programs
Civ. Code 51.7: Freedom from violence or intimidation
Ed. Code 200-262.4: Educational equity; prohibition of discrimination on the basis of sex
Gov. Code 11135: Unlawful discrimination
Gov. Code 11138: Rules and regulations
Gov. Code 12900-12996: Fair Employment and Housing Act
Gov. Code 12940-12952: Unlawful employment practices
Gov. Code 12960-12976: Unlawful employment practices; complaints
Pen. Code 422.56: Definitions, hate crimes

Federal

20 USC 1681-1688: Title IX of the Education Amendments of 1972
28 CFR 35.101-35.190: Americans with Disabilities Act
29 USC 621-634: Age Discrimination in Employment Act
29 USC 794: Rehabilitation Act of 1973, Section 504
34 CFR 100.6: Compliance information
34 CFR 104.7: Designation of responsible employee for Section 504
34 CFR 104.8: Notice
34 CFR 106.8: Designation of responsible employee and adoption of grievance procedures
34 CFR 106.9: Severability
34 CFR 110.1-110.39: Nondiscrimination on the basis of age
42 USC 12101-12213: Equal opportunity for individuals with disabilities
42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964, as amended
42 USC 2000e-2000e-17: Title VII, Civil Rights Act of 1964, as amended
42 USC 2000ff-2000ff-11: Genetic Information Nondiscrimination Act of 2008
42 USC 2000h-2-2000h-6: Title IX of the Civil Rights Act of 1964
42 USC 6101-6107: Age discrimination in federally assisted programs

Management Resources

CA Dept of Fair Employment and Housing Publication: Transgender Rights in the Workplace
CA Dept of Fair Employment and Housing Publication: California Law Prohibits Workplace Discrimination and Harassment
CA Dept of Fair Employment and Housing Publication: Workplace Harassment Guide for California Employers
CA Dept of Fair Employment and Housing Publication: Your Rights and Obligations as a Pregnant Employee

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.App1 4th 837

Court Decision: Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863

U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010

U.S. Equal Employment Opportunity Comm Publication: Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

U.S. Equal Employment Opportunity Comm Publication: EEOC Compliance Manual
Website: California Department of Fair Employment and Housing
Website: U.S. Department of Education, Office for Civil Rights
Website: U.S. Equal Employment Opportunity Commission

Policy Adopted: ~~5/11/22~~ 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

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District Superintendent

JOE DANA

Assistant Superintendent

SUSAN SALUCCI

Assistant Superintendent

SANDY KNIGHT

Assistant Superintendent

TO: Board of Trustees

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Revision of Board Policy 4119.1 - Civil and Legal Rights

BACKGROUND: Policy updated to reflect NEW COURT DECISION (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights. Policy also updated to include types of retaliation prohibited when an employee is acting solely to protect a student engaged in conduct authorized by Education Code 48907 (freedom of speech and press) or 48950 (speech and other communication), and clarify that an employee is prohibited from using official authority status or influence to attempt to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity.

FINANCIAL CONSIDERATIONS:

NONE

RECOMMENDATION: It is recommended that the Board of Trustees approve the Revised Board Policy 4119.1 for a first reading and that it be placed on the next Consent Agenda for the second reading.

BP 4119.1(a)
BP 4219.1 (a)
BP 4319.1 (a)

Personnel

CIVIL AND LEGAL RIGHTS

The **Governing** Board of Trustees believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the **performance of the employee's performance of his/her** duties.

The district acknowledges that employees have certain privacy rights under applicable law. The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. In addition, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search district property under an employee's control.

~~An employee's religious or political activities, or lack thereof, shall not be grounds for any discrimination or disciplinary action by the district, provided that these activities do not violate law, Board policy, or administrative regulation.~~

~~(cf. 4030—Nondiscrimination in Employment)
(cf. 4119.21/4219.21/4319.21—Professional Standards)
(cf. 4119.25/4219.25/4319.25—Political Activities of Employees)~~

~~A teacher shall have the right to refuse to submit to any evaluation or survey conducted by the district concerning personal values, attitudes, and beliefs; sexual orientation; political affiliations or opinions; critical appraisals of other individuals with whom the teacher has a family relationship; or religious affiliations or beliefs. (Education Code 49091.24)~~

~~Employees do not have a reasonable expectation of privacy with regards to district property under an employee's control including, but not limited to, desks, classrooms, offices, file cabinets, computers, or phones. As necessary to protect the health, welfare, or safety of students and staff, school officials may search such items in order to uncover evidence that the employee is violating the law, Board policy, administrative regulation, or other rules of the district or school.~~

~~(cf. 3515—Campus Security)
(cf. 4040—Employee Use of Technology)~~

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, ~~incompetence~~ **incompetency**, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation or noncompliance with a state or federal rule or regulation, ~~he/she~~ the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code **1102.7**, 1102.8)

No employee shall use or attempt to use ~~his/her~~ official authority **status** or influence to intimidate, threaten, coerce, or command, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

~~(ef. 4118—Suspension/Disciplinary Action)~~

~~(ef. 4218—Dismissal/Suspension/Disciplinary Action)~~

An employee who has disclosed improper governmental activity and believes that **acts or attempted acts of reprisal have** ~~he/she~~ **occurred** ~~been subjected to acts or attempted acts of reprisal shall~~ file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, he/she may also file a copy of the complaint with local law enforcement in accordance with Education Code 44114.

~~(ef. 1312.1—Complaints Concerning District Employees)~~

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

~~(ef. 4144/4244/4344—Complaints)~~

Protection Against Liability

No employee shall be liable for harm caused by **the employee's** ~~his/her~~ act or omission when acting within the scope of employment or district responsibilities, **the employee's act or omission is in conformity with federal, state, and local laws, district policy, or administrative regulation, and the employee's act or omission is in** ~~For the protection against liability to apply, the act or omission must be in conformity with federal, state, and local laws and must be in~~ furtherance of an effort to control, discipline, expel, or suspend a student, or to maintain order or control in the classroom or school. (20 USC 6736)

~~(ef. 3320—Claims and Actions Against the District)~~

~~(ef. 9260—Legal Protection)~~

The protection against liability shall not apply when: (20 USC 6736)

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the ~~harmed person's rights to~~ or safety **of the individual harmed.**
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
3. The employee was not properly licensed, if required, by state law for such activities.
4. The employee was found by a court to have violated a federal or state civil rights law.
5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.
7. The misconduct involved a sexual offense for which the employee has been convicted in a court.
8. **The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.**

State

CA Constitution Article 1, Section 1: Inalienable rights

Ed. Code 200-262.4: Prohibition of discrimination

Ed. Code 44040: Discrimination based on employee's appearance before certain boards committees

Ed. Code 44110-44114: Reporting by school employees of improper governmental activity

Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950: Speech and other communication

Ed. Code 49091.24: Teacher rights to refuse evaluation/survey of personal life

Ed. Code 7050-7058: Political activities of school officers and employees

Gov. Code 12650-12656: False claims actions

Gov. Code 12940-12953: Discrimination prohibited; unlawful practices

Gov. Code 3540.1: Public employment; definitions

Gov. Code 3543.5: Interference with employee's rights prohibited

Gov. Code 815.3: Intentional torts

Gov. Code 820-823: Tort claims act

Gov. Code 825.6: Indemnification of public entity

Lab. Code 1102.5-1106: Whistleblower protections

Federal

18 USC 16: Crime of violence; definition

20 USC 1681-1688: Title IX of the Education Amendments of 1972; discrimination based on sex

20 USC 7941-7948: Teacher liability protection

42 USC 12101-12213: Americans with Disabilities Act

42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964

42 USC 2000e-2000e-17: Title VII, Civil Rights Act of 1964, as amended

U.S. Constitution: Amendment 1, Free exercise, free speech, and establishment clauses

Management Resources

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision: New Jersey v. T.L.O. (1985) 469 U.S. 325

Court Decision: Garcetti v. Ceballos (2006) 547 U.S. 410

Court Decision: Hartnett v. Crosier (2012) 205 Cal.App.4th 685

Court Decision: Johnson v. Poway Unified School District (2011) 658 F.3d 954

Court Decision: O'Conner v. Ortega (1987) 480 U.S. 709

Court Decision: Ohton v. CSU San Diego (2007) 56 Cal.Rptr.3d 111

Website: CSBA District and County Office of Education Legal Services

Website: California Office of the Attorney General

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination on the basis of sex~~

~~7050-7058 Political activities of school officers and employees~~

~~44040 Discrimination based on employee's appearance before certain boards or committees~~

~~44110-44114 Reporting by school employees of improper governmental activity~~

~~49091.24 Teacher rights to refuse evaluation/survey of personal life~~

CIVIL CODE

~~51 Unruh Civil Rights Act~~

GOVERNMENT CODE

~~815.3 Intentional torts~~

~~820-823 Tort Claims Act~~

~~825.6 Indemnification of public entity~~

~~3540.1 Public employment definitions~~

~~3543.5 Interference with employee's rights prohibited~~

~~12940-12951 Discrimination prohibited; unlawful practices~~

LABOR CODE

~~1102.5-1106 Whistleblower protections~~

UNITED STATES CODE, TITLE 18

~~16 Crime of violence defined~~

UNITED STATES CODE, TITLE 20

~~6731-6738 Teacher liability protection~~

UNITED STATES CODE, TITLE 42

~~2000d-2000d-7 Title VI, Civil Rights Act~~

~~2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended~~

~~2000h-2000h-6 Title IX, 1972 Education Act Amendments~~

~~12101-12213 Americans with Disabilities Act~~

COURT DECISIONS

~~Garett v. Ceballos, (2006) 543 U.S. 1186~~

~~O'Conner v. Ortega, (1987) 480 U.S. 709~~

~~New Jersey v. T.L.O., (1985) 468 U.S. 325~~

Management Resources:

WEB SITES

California Attorney General: <http://caag.state.ca.us>

Policy Adopted: 10/15/08 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

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Assistant Superintendent
SANDY KNIGHT
Assistant Superintendent

TO: Board of Trustees

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Revision of Board Policy 4140 – Bargaining Units

BACKGROUND: Policy updated to reflect NEW LAW (SB 270, 2021) which allows a district 20 days to cure a violation of the district's employee information disclosure obligation when the district is notified by an employee organization, and limits district opportunity to cure a violation that involves the provision of an inaccurate or incomplete list to three times in any 12-month period. Policy also updated to reflect NEW LAW (SB 191, 2022) which provides additional obligations for a district when an "inperson orientation" cannot be held by the district. Additionally, policy updated to include heading change from "Access to Employee Orientations" to "Access to New Employee Orientations, and to clarify language in this section and in "Formation of Bargaining Unit" section.

FINANCIAL CONSIDERATIONS:

NONE

RECOMMENDATION: It is recommended that the Board of Trustees approve the Revised Board Policy 4140 for a first reading and that it be placed on the next Consent Agenda for the second reading.

Personnel

BARGAINING UNITS

The Governing Board of Trustees recognizes the right of district employees to form bargaining units, select an employee organization as the exclusive representative of their unit, and be represented by that organization in their employment to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the employee organizations and respecting the rights of employees and employee organizations.

~~(cf. 4141/4241—Collective Bargaining Agreement)~~
~~(cf. 4143/4243—Negotiations/Consultation)~~
~~(cf. 9000—Role of the Board)~~

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district ~~may recognize a bargaining unit~~ of supervisory employees **may be recognized** if the **bargaining unit includes all supervisory employees and is not represented by an employee organization that represents district employees who are supervised by the supervisory employees.** (Government Code 3545)

1. ~~The bargaining unit includes all supervisory employees.~~
2. ~~The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.~~

~~(cf. 4300—Administrative and Supervisory Personnel)~~
~~(cf. 4301—Administrative Staff Organization)~~
~~(cf. 4312.1—Contracts)~~

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in a management, senior management, or confidential position shall not be represented by an exclusive representative. **In the employment relationship with the district,** such employees may represent themselves individually. ~~For purposes other than negotiations and~~

~~bargaining, such employees or may~~ or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. **An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)** ~~(Government Code 3540.1, 3543.4)~~————

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board. **(Government Code 3540.1)**
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. **(Government Code 3540.1)**

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

~~(cf. 4119.1/4219.1/4319.1—Civil and Legal Rights)~~

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to Employee Orientations and Contact Information

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation.

However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

~~The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative.~~ Following a request to negotiate by either party, **the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative.** If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

- 1. When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting.**

Upon the request of an exclusive representative scheduling such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space within seven days of receiving the exclusive representative's request.

- 2. When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people.**

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining

unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information in regard to all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or any employee who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

At least, at the beginning of each school year, the Superintendent or designee shall review the list of district employees to ensure that the list is complete and contains accurate information.

~~(cf. 1340—Access to District Records)~~

Communication with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use designated bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's

written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

BARGAINING UNITS

~~A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)~~

Legal Reference:

EDUCATION CODE

~~45060-45061.5 Deduction of fees from salary or wage payment, certificated employees~~

~~45100.5 Senior management positions~~

~~45104.5 Abolishment of senior classified management positions~~

~~45108.5 Definition of senior classified management employees~~

~~45108.7 Waiver of provisions of 45108.5~~

~~45168 Deduction of fees from salary or wage payment, classified employees~~

~~45220-45320 Merit system, classified employees~~

GOVERNMENT CODE

~~3540-3549.3 Educational Employment Relations Act~~

~~3540.1 Definitions~~

~~3543.4 Management position: representation~~

~~3540.1 Definitions~~

~~3543.4 Management position; representation~~

~~3545 Appropriateness of unit; basis~~

~~3550-3552 Prohibition on public employers deterring or discouraging union membership~~

~~3555-3559 Public employee communication, information and orientation~~

~~6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking
6254.3 Disclosure of employee contact information to employee organization
6503.5 Joint powers agencies~~

~~53260-53264 Employment contracts~~

CODE OF REGULATIONS, TITLE 8

~~33015-33490 Recognition of exclusive representative; proceedings~~

~~33700-33710 Severance of established unit~~

~~34020 Petition to rescind organizational security arrangement~~

~~34055 Reinstatement of organizational security arrangement~~

COURT DECISIONS

~~Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448~~

~~Fredric's v. California Teachers Association, et al., (2016) 136 S.Ct. 1083~~

~~County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905~~

PERB RULINGS

~~City of Sacramento, (2019) PERB Dec. No. 2702m~~

~~East Whittier School District, (2004) PERB Dec. No. 1727~~

WEB SITES

~~CSBA: <http://www.esba.org>~~

~~Association of California School Administrators: <http://www.aesa.org>~~

~~California Federation of Teachers: <http://www.cft.org>~~

~~California School Employees Association: <http://www.csea.com>~~

~~California Teachers Association: <http://www.cta.org>~~

~~Public Employment Relations Board: <http://www.perb.ca.gov>~~

State

8 CCR 33015-33490: Recognition of exclusive representative; proceedings

8 CCR 33700-33710: Severance of established unit

8 CCR 34020: Petition to rescind organizational security arrangement

8 CCR 34055: Reinstatement of organizational security arrangement

Ed. Code 45060-45061.5: Deduction of fees from salary or wage payment; certificated employees

Ed. Code 45100.5: Senior classified management positions

Ed. Code 45104.5: Abolishment of senior classified management positions

Ed. Code 45108.5: Definition of senior classified management employees

Ed. Code 45108.7: Waiver of provisions of 45108.5

Ed. Code 45168: Deduction of fees from salary or wage payment; classified employees

Ed. Code 45220-45320: Merit system; classified employees

Gov. Code 3540-3549.3: Educational Employment Relations Act

Gov. Code 3540.1: Public employment; definitions

Gov. Code 3543.4: Management position; representation

Gov. Code 3545: Appropriateness of unit; basis

Gov. Code 3550-3552: Prohibition on public employers deterring or discouraging union membership

Gov. Code 3555-3559: Public employee communication, information and orientation

Gov. Code 53260-53264: Employment contracts

Gov. Code 6205-6210: Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

Gov. Code 6254.3: Disclosure of employee contact information to employee organization

Gov. Code 6503.5: Joint powers agencies

Federal

8 CFR 33015-33490: Recognition of exclusive representative; proceedings

8 CFR 33700-33710: Severance of established unit

8 CFR 34020: Petition to rescind organizational security arrangement

8 CFR 34055: Reinstatement of organizational security arrangement

Management Resources

Court Decision: County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905

Court Decision: Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083

Court Decision: Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448

Public Employment Relations Board Ruling: East Whittier School District, (2004) PERB Dec. No. 1727

Public Employment Relations Board Ruling: City of Sacramento, (2019) PERB Dec. No. 2702m

Website: CSBA District and County Office of Education Legal Services

Website: California Federation of Teachers

Website: California Public Employment Relations Board

Website: California School Employees Association

Website: California Teachers Association

Website: Association of California School Administrators

Website: CSBA

Policy Adopted: ~~3/10/21~~ 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

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SUSAN SALUCCI
Assistant Superintendent
SANDY KNIGHT
Assistant Superintendent

TO: Board of Trustees

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: November 9, 2022

BOARD AGENDA ITEM: Revision of Board Policy 4218 Dismissal/Suspension/Disciplinary Action

BACKGROUND: Policy updated to reflect NEW COURT DECISION (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights. Policy also updated to include language formerly in AR that prohibits the disciplining of any employee for protecting a student who is exercising a free speech or press right, and to clarify language within the "Procedures for Serious Disciplinary Proceedings" section.

FINANCIAL CONSIDERATIONS:

NONE

RECOMMENDATION: It is recommended that the Board of Trustees approve the Revised Board Policy 4218 for a first reading and that it be placed on the next Consent Agenda for the second reading.

Personnel

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

Permanent classified employees shall be subject to disciplinary action only for cause.

State

CA Constitution Article 1, Section 1: Inalienable rights

Ed. Code 35161: Board delegation of any powers or duties

Ed. Code 44009: Conviction of specified crimes

Ed. Code 44010: Sex offense; definitions

Ed. Code 44011: Controlled substance offense

Ed. Code 44940: Compulsory leave of absence for certificated persons

Ed. Code 44940.5: Procedures when employees are placed on compulsory leave of absence

Ed. Code 45101: Definitions; disciplinary action and cause

Ed. Code 45109: Fixing of duties

Ed. Code 45113: Notification of charges; classified employees

Ed. Code 45123: Employment after conviction of controlled substance offense

Personnel

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

Ed. Code 45302: Demotion and removal from permanent classified service

Ed. Code 45303: Additional cause for suspension or dismissal of employee charge with mandatory or optional leave of absence offense

Ed. Code 45304: Compulsory leave of absence for classified persons

Veh. Code 1808.8: School bus drivers; dismissal for safety-related cause

Federal

42 USC 12101-12213: Americans with Disabilities Act

U.S. Constitution: Amendment 1, Free exercise, free speech, and establishment clauses

Management Resources

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision: California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391

Court Decision: CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150

Court Decision: Skelly v. California Personnel Board (1975) 15 Cal.3d 194

Website: Office of the Attorney General

Website: Office of Administrative Hearings

Website: Department of General Services, About Teacher Dismissal Case Type

Website: CSBA District and County Office of Education Legal Services

Policy Adopted: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA